

For Reference

Not to be taken from this room

COLLEGE LIBRARY



of St. Thomas of Villanova
Villanova, Pa

This volume was presented by

Date No. 36

Case, 9 Shelf, 8

VILLANOVA COLLEGE
VILLANOVA, PENNSYLVANIA

LIBRARY

L
111

Class A5 1902-11

Accession 27392

THE UNIVERSITY OF CHICAGO
PRESS

REPORT

OF THE

COMMISSIONER OF EDUCATION

FOR

THE YEAR 1902.

**NO LONGER PROPERTY OF
FALVEY MEMORIAL LIBRARY**

VOLUME 2.

WASHINGTON:
GOVERNMENT PRINTING OFFICE.
1903.

LIBRARY

U. S. DEPARTMENT OF EDUCATION
NATIONAL LIBRARY OF EDUCATION

NATIONAL LIBRARY OF EDUCATION
U.S. DEPARTMENT OF EDUCATION

MAR 28 2013

400 MARYLAND AVENUE S.W.
WASHINGTON, D.C. 20202

6
 111
 . 73
 1902-II

CONTENTS OF VOLUME 2.

CHAPTER XXXI.—EDUCATION IN PORTO RICO.

	Page.
Operation of the public school system.....	1177
Summary of the school statistics for 1901-2.....	1178
School buildings and equipment.....	1181
Books and supplies.....	1182
Types of schools.....	1183
Rural schools and agricultural rural schools.....	1185
The graded schools and the high and graded schools.....	1188
Industrial schools.....	1189
Special schools.....	1191
School supervision.....	1192
Progress in English.....	1193
Porto Rican students in the United States.....	1198
Porto Rican and American teachers.....	1198
The Insular Normal School.....	1200
Educational conferences.....	1201
School laws.....	1202
The most imperative educational needs of Porto Rico.....	1203
Appendix:	
Financial report of disbursing officer.....	1204
Extracts from the reports of supervisors.....	1206
Report on Insular Normal School.....	1212
Report on San Juan High and Graded School.....	1214
Course of study in public schools of Porto Rico.....	1222

CHAPTER XXXII.—REPORT ON EDUCATION IN ALASKA.

Distribution of the schools in Alaska.....	1229
Statistics of public schools in Alaska.....	1234
What becomes of native children after they leave school.....	1243
New schools wanted.....	1245
Missionaries and teachers at mission stations in Alaska.....	1246

CHAPTER XXXIII.—TWELFTH ANNUAL REPORT ON THE INTRODUCTION OF DOMESTIC REINDEER INTO ALASKA.

Distribution of the Reindeer.....	1257
Reindeer stations.....	1258
Tabulated statement of reindeer in Alaska, July 1, 1902.....	1261
The cruise of Dr. William Hamilton, assistant agent.....	1264
Reindeer transportation.....	1265
Itinerary.....	1267

27392

CHAPTER XXXIV.—STATISTICS OF CITY SCHOOL SYSTEMS.

	Page.
Summary of statistics of cities containing over 8,000 inhabitants	1271
Statistics of population, school enrollment, and attendance in cities of over 8,000 inhabitants ..	1282
Statistics of supervising officers, teachers, property, etc., in public schools of cities of over 8,000 inhabitants	1294
Statistics of receipts of public schools of cities of over 8,000 inhabitants.....	1312
Statistics of expenditures of public schools of cities of over 8,000 inhabitants.....	1322
School statistics of cities and villages containing between 4,000 and 8,000 inhabitants.....	1322

CHAPTER XXXV.—UNIVERSITIES, COLLEGES, AND TECHNOLOGICAL SCHOOLS.

Changes in courses of study	1347
Students	1349
Degrees	1350
Property	1351
Income	1353
Benefactions.....	1354
Governing boards of State institutions.....	1354
Appointment and admission of cadets to the United States Military Academy	1360
Regulations governing the admission of candidates into the United States Naval Academy as midshipmen	1374
Number of undergraduates and graduates in universities, colleges, and schools of technology..	1386
Summary of statistics of universities and colleges for men and for both sexes.....	1388
Summary of statistics of colleges for women.....	1401
Summary of statistics of schools of technology.....	1407
Institutions conferring A. B., B. S., Ph. B., and B. L. degrees.....	1412
Technical courses of study offered by universities, colleges, and schools of technology.....	1421
Statistics of universities and colleges for men and for both sexes (instructors and students)....	1423
Statistics of universities and colleges for men and for both sexes (students in undergraduate courses).....	1444
Expenses, fellowships and scholarships, library, property, income, and benefactions.....	1460
Statistics of colleges for women.....	1480
Statistics of schools of technology	1492

CHAPTER XXXVI.—PROFESSIONAL SCHOOLS.

Notes on the statistics.....	1499
Gifts and bequests	1500
The Rockefeller Institute for Medical Research.....	1506
Summary of statistics of professional schools.....	1509
Statistics of schools of theology	1516
Law	1524
Medicine	1530
Dentistry	1540
Pharmacy	1544
Veterinary medicine	1548

CHAPTER XXXVII.—AGRICULTURAL AND MECHANICAL COLLEGES.

Land grant of 1862	1551
Income	1551
Property, professors and instructors, students	1552
Farmers' institutes, student labor, summary of legislation.....	1553
Changes in courses of study	1555
New buildings.....	1557
Statistics of colleges of agriculture and the mechanic arts.....	1560

CHAPTER XXXVIII.—STATISTICS OF NORMAL SCHOOLS.

	Page.
Growth of normal schools as shown by the statistics	1581
Summary of statistics of public normal schools	1584
Summary of statistics of private normal schools.....	1595
Colleges and universities reporting students in teachers' training courses.....	1604
Number of students pursuing certain subjects in public normal schools	1612
Statistics of public normal schools.....	1620
Statistics of private normal schools.....	1632

CHAPTER XXXIX.—STATISTICS OF SECONDARY SCHOOLS.

Review of secondary school statistics	1641
Summary of statistics of public high schools	1650
Summary of statistics of private high schools and academies	1666
Combined statistics of public high schools and private high schools and academies.....	1682
Statistics of public high schools in the United States.....	1696
Statistics of private high schools, endowed academies, seminaries, and other private secondary schools.....	1880

CHAPTER XL.—MANUAL AND INDUSTRIAL TRAINING.

Summary of the statistics.....	1959
Cities in which manual training (other than drawing) was given in the public schools.....	1961
Statistics of manual and industrial training schools.....	1968
Statistics of industrial schools for Indian children	1980
Branches taught in manual and industrial training schools.....	1983

CHAPTER XLI.—COMMERCIAL AND BUSINESS SCHOOLS.

Summary of the statistics.....	2003
Statistics of commercial and business schools	2014

CHAPTER XLII.—SCHOOLS FOR NURSES.

Legislative enactments for licensing nurses	2043
Statistics of training schools for nurses	2046

CHAPTER XLIII.—EDUCATION OF THE COLORED RACE.

General observations on the statistics	2063
Public high schools for negroes—teachers, students, courses of study, etc	2072
Secondary and higher schools for negroes—teachers, students, courses of study, etc	2082
Professional and industrial training, equipment and income	2086

CHAPTER XLIV.—STATISTICS OF REFORM SCHOOLS.

General observations on reform schools	2097
Statistics of industrial and reform schools.....	2100
Manual and industrial training, branches taught.....	2106

CHAPTER XLV.—SCHOOLS FOR THE DEFECTIVE CLASSES.

General summary.....	2115
Statistics of State institutions for the education of the blind.....	2119
Institutions for the deaf	2126
Institutions for the feeble-minded.....	2134

	Page.
REPORT OF COMMITTEE ON STATISTICS OF DEFECTIVE SIGHT AND HEARING OF PUBLIC SCHOOL CHILDREN.....	2143
CHAPTER XLVII.—THE EDUCATION OF THE FEEBLE-MINDED IN THE UNITED STATES.	
Brief historical mention of pioneer institutions.....	2157
Work of training schools for feeble-minded.....	2159
The Massachusetts school for the feeble-minded, at Waltham.....	2165
The Syracuse State institution for feeble-minded children, Syracuse, N. Y.....	2172
The Pennsylvania training school for feeble-minded children, at Elwyn, Delaware County....	2175
The State institution for feeble-minded of western Pennsylvania, Polk, Venango County.....	2178
The New Jersey training school for feeble-minded girls and boys, Vineland, N. J.....	2181
State home for the care and training of feeble-minded women, at Vineland, N. J.....	2183
The Ohio institution for feeble-minded youth.....	2183
Indiana school for feeble-minded youth, Fort Wayne, Ind.....	2186
The Seguin physiological school for the training of children of arrested mental development, Orange, N. J.....	2183
The Haddonfield training school for those mentally deficient or peculiarly backward.....	2190
Classes maintained by public school boards.....	2191
CHAPTER XLVIII.	
CHANGES IN THE AGE OF COLLEGE GRADUATION.....	2199
CHAPTER XLIX.	
REPORT ON SCHOOL STATISTICS, MADE BY A COMMITTEE OF THE DEPARTMENT OF SUPERINTENDENCE OF THE NATIONAL EDUCATIONAL ASSOCIATION.....	2209
CHAPTER L.—EDUCATION IN THE PHILIPPINES.	
Public schools in the Philippines under Spanish rule.....	2219
Present condition of education in the Philippines.....	2224
The year's work (from report of Fred W. Atkinson, general superintendent).....	2236
The field and the work.....	2237
Manila normal school.....	2243
Nautical school.....	2244
Manila trade school.....	2246
Vacation normal institutes.....	2247
Provincial schools.....	2249
Night schools.....	2253
American teachers.....	2255
Filipino teachers.....	2263
School buildings and finances.....	2266
Local school boards.....	2268
CHAPTER LI.—STATISTICS OF PUBLIC AND PRIVATE KINDERGARTENS.	
The growth of the kindergarten movement.....	2273
Summary of the statistics.....	2275
Public kindergartens in cities of over 4,000 inhabitants.....	2285
Kindergarten associations.....	2290
Training schools and classes for kindergartners.....	2300

CHAPTER LII.—ILLITERACY IN THE UNITED STATES.

	Page.
Remarks on the tables of illiteracy.....	2311
Percentage of illiteracy in Europe	2313
Number and per cent of illiterates in population 10 years of age and over.....	2314
Number and per cent of illiterates in white population 10 years of age and over	2316
Number and per cent of illiterates in native white population 10 years of age and over.....	2318
Number and per cent of illiterates in foreign white population 10 years of age and over.....	2320
Number and per cent of illiterates in the colored population 10 years of age and over	2322
Illiterate population 10 years of age and over, classified by sex and degree of illiteracy.....	2327
Rank of each State in percentage of illiteracy	2337
Illiteracy in the sixteen former slave States and the District of Columbia	2339

CHAPTER LIII.—CURRENT TOPICS.

Compulsory attendance and child-labor laws	2347
Consolidation of schools and transportation of pupils.....	2353
Teachers' pensions.....	2369
Foreign students in German universities	2374
Higher commercial education	2376
Salaries of officers and supervisors of instruction in certain cities.....	2379
Corporal punishment	2385
Temperance instruction in the public schools.....	2386
Benefactions to education	2388
Coeducation of the sexes.....	2388
Free text-books	2390
Education in Cuba and Mexico.....	2393
Statistics of schools, libraries, books, and periodicals in Japan	2400
The General Education Board	2402
Education as a factor in success	2403
The celebration of founder's day at Tulane University	2405
Religious exercises in the public schools	2412
Statistics of elementary education in foreign countries	2415

INDEX.....	2423
------------	------

CHAPTER XXXI.

EDUCATION IN PORTO RICO.

[The following extracts from the report of Dr. Samuel McCune Lindsay, the commissioner of education for Porto Rico, give an excellent idea of the present condition and probable future of the educational propaganda introduced into the island by the Americans, and of the zeal and energy which characterizes their undertaking and which they have communicated to Porto Rican teachers. The efforts of the American educational authorities in Porto Rico, as elsewhere, have been mainly confined, so far, to the public elementary, secondary, and normal grades of education, the higher (college and university) education being left for the present until the preparation for it has been completed.

Some extracts from the appendix of the report are presented in order to give a livelier impression of the conduct of the work, its difficulties, and the steps taken to overcome them, than could be obtained from the official summary of the commissioner. The favorable observations upon the intellectual capacity of the Porto Rican children, which are quoted from the reports of the supervisors, are especially interesting.]

Upon my arrival in Porto Rico, in February, 1902, I found a good American system of schools of primary, secondary, and grammar grades in every municipality on the island, one high school in San Juan, and a normal school at Rio Piedras for the training of teachers. These schools were in successful operation under a general school law enacted by the insular legislature, whose provisions were for the most part eminently wise and practical, and did not involve too great a departure from the local traditions of the past, but pointed unequivocally in the direction of the best achievements of the American free public school as we know it in the States. The elementary schools can not be compared, of course, in their everyday output of work with the best city schools of the same grade in the States, but the poorest schools here are fully as good and in some respects better than the poorest of the same grade in very many parts of the United States. * * * The essential fact is that we have the American free public school in every municipality. The territory of the whole island was divided at that time into 66 legally constituted municipalities, which include urban and rural districts. These are grouped into 16 school districts, to one of which the neighboring islands of Vieques and Culebra are added. At the end of the last school year (June 21, 1901) we had 733 schools open, in which 33,802 pupils were enrolled, with 768 teachers, which was an increase for that year of 20 per cent in the number of schools, 37 per cent in the number of pupils enrolled, and 21.5 per cent in the number of teachers. The scholastic year 1901-2 began on September 30, 1901, with 780 schools open, 32,302 pupils enrolled, and 829 teachers; and the school year closed June 20, 1902, with 874 schools open, 40,993 pupils enrolled, and 923 teachers employed, which, compared with the previous year, shows an increase of 19.2 per cent in the number of schools open, an increase of 21.2 per cent in the number of pupils enrolled, and of 20.2 per cent in the number of teachers employed. These figures do not represent the highest mark reached during the year, because the month of June comes in the rainy season and some rural schools were closed. The months of March, April, and May show a larger

number of schools open and a larger enrollment, reaching as high a figure as 42,187. Nor do the above figures show that the total enrollment from the beginning of the school year, and excluding duplicates or reenrollments, was 59,096, which is the actual number of children in the ordinary public schools at some time during the year. To this number should be added, however, 2,767 pupils enrolled in the high, normal, and special schools, not included in the above statistics, which gives a grand total of 61,863, or 19.2 per cent of the total population of school age, and 6.5 per cent of the total population of the island. * * *

We may summarize the school statistics for the year 1901-2 as follows:

1. Total population of the island (census of 1899).....	953,243	
2. Total school population (ages 5 to 18).....	322,393	
3. Number of school districts in the island.....	16	
4. Number of supervisors in the island.....	16	
5. Number of municipalities in the island.....	66	
6. Number of local school boards in the island.....	66	
7. Number of members of each local school board.....	5	
8. Number of schools open at end of year (boys, 71; girls, 29; mixed, 774; night and special schools, 47).....	921	
9. Average number of schools open each month (excluding night and special schools).....	857	
10. Average number of schools per district during year.....	54.5	
11. Number of buildings in use for schools at end of year (town, 126; rural, 487).....	613	
12. Average number of American teachers employed each month.....	96	
13. Average number of teachers employed each month (total).....	911	
14. Number of teachers employed at end of year:		
White—		
Males.....	556	
Females.....	296	
	<hr/>	852
Colored—		
Males.....	40	
Females.....	31	
	<hr/>	71
Total—		
Males.....	596	
Females.....	327	
	<hr/>	923
15. Average number of teachers per district during year.....	57	
16. Total number of different teachers employed during year (exclud- ing special schools):		
White—		
Males.....	565	
Females.....	300	
	<hr/>	865
Colored—		
Males.....	40	
Females.....	33	
	<hr/>	73
Total—		
Males.....	605	
Females.....	333	
	<hr/>	938

17. Total number of American teachers employed during year:		
Males.....	31	
Females.....	71	
		102
18. Number of pupils enrolled (excluding duplicates or reenrollments), all schools:		
White—		
Males.....	26,669	
Females.....	16,711	
		43,380
Colored—		
Males.....	11,265	
Females.....	7,218	
		18,483
Total—		
Males.....	37,934	
Females.....	23,929	
		61,863
19. Average number of pupils enrolled each month during the year (excluding special schools).....		39,504
20. Average enrollment per school during year.....		45.53
21. Average number of pupils per district during year.....		2,463
22. Average total attendance per month per school.....		698.61
23. Average daily attendance in the whole island during year (excluding special schools).....		30,160
24. Average daily attendance per school during year.....		36.36
25. Average daily attendance per district during year.....		1,885
26. Total number of weeks schools were kept during year.....		36
27. Average number of days each school kept during year.....		172.89
28. Per cent of total population enrolled in all schools.....		6.5
29. Per cent of school population enrolled in all schools.....		19.2
30. Per cent of enrolled population (excluding special schools) attend- ing daily.....		79.71
31. Per cent of school population attending daily.....		9.4
32. Per cent of colored pupils in total enrollment.....		29
33. Per cent of colored teachers in total number employed.....		8
34. Per cent increase in enrollment from year 1900-1901 (excluding special schools).....		21.2
35. Proportion of men in teaching force.....		64
36. Estimated value of all insular school buildings.....	\$229,000.00	
37. Average cost of schools per pupil enrolled.....		\$9.42
38. Average cost of schools per pupil attending.....		\$14.12
39. Average monthly salary of teachers.....		\$40.36

Summary of school statistics for the school year beginning September 30, 1901, and ending June 20, 1902, for high, normal, and special schools.

	High and graded school at San Juan.	Normal school at Rio Piedras.	American school at Ponce.	Kinder-gartens in San Juan, and special schools in Culebra.	Night schools.	Totals.
Number of classes at end of year	7	4	7	4	25	47
Average number of classes during year for each month	7	4	7	4	16.44	(a)
Average number of teachers employed each month	10	7	8	6	18.11	(a)
Number of American teachers employed during the year	8	6	8	2	5	29
Total number of different teachers employed during the year	11	7	8	6	34	66
Total number of pupils enrolled at end of year as attending:						
White—						
Males	99	42	61	60	454	716
Females	53	49	114	54	108	378
Colored—						
Males	18	.....	24	25	425	492
Females	11	1	52	18	90	172
Total	181	92	251	157	1,077	1,758
Total number of pupils enrolled during the year (excluding duplicates or re-enrollment):						
White—						
Males	215	40	101	118	605	1,079
Females	107	52	155	115	152	581
Colored—						
Males	44	1	57	72	652	826
Females	18	7	73	46	137	281
Total	384	100	386	351	1,546	2,767
Average monthly enrollment	215.11	89.12	251.11	165.55	768.37	(a)
Average enrollment per class during year	30.72	22.28	35.87	43.82	46.75	(a)
Average total attendance each month per class	567.57	410.17	656.28	621.45	552.61	(a)
Average daily attendance per class during year	27.89	19.05	33.77	32.50	30.26	(a)
Number of days schools kept during year	177	157	179	165	146	(a)
Average number of days each class kept per month	19.65	19.62	19.88	17.03	18.26	(a)
Per cent of attendance during year	95.75	85.50	94.15	74.16	64.72	(a)

^a As all the night schools were not opened at beginning of school year, it is not proper to combine the averages for night schools with those for the other special schools.

The statistics for the last school year, ending June 21, 1901, showed but 3.5 per cent of the total population and 10.5 per cent of the total population of school age enrolled in the schools, while for the year ending June 20, 1902, we have 6.5 per cent of the total population and 19.2 per cent of the school population enrolled, so that there has been a steady gain and substantial progress made in the effort to reduce the appalling percentage of illiteracy in the island. How much still remains to be done is readily seen from a comparison with the statistics for the United States, where the Commissioner of Education at Washington, Dr. Harris, reported for the year ending June 30, 1901, that about 21 per cent of the total population attend some public school supported by the taxes of the State or municipality and about 2 per cent additional attend some private school, while in Porto Rico only 6.5 per cent of the total population attended some public school at some time during the past school year, and probably considerably less than half of 1 per cent attended any private school. For further statistics see statistical report in appendix to this report.

SCHOOL BUILDINGS AND EQUIPMENT.

Spain left no legacy of school buildings. One public building, a fine old residence property, given to the municipality of San German by a benevolent citizen, was used for school purposes at the beginning of the American occupation, and is still so used. The United States military government built one frame school building, which was subsequently burned. In November, 1900, the President of the United States made an allotment of \$200,000 for school extension, to which amount was subsequently added, by the governor of Porto Rico from the trust funds placed at his disposal by the President of the United States, two allotments, one of \$15,000 for general school extension, and one of \$35,000 for the erection of an insular normal school. Work on the plans, specifications, and contracts or in the actual erection of the buildings thus provided for was begun by my predecessor. Three 1-room frame buildings for agricultural or rural schools at Carolina, Gurabo, and Las Piedras were already completed before the end of the first fiscal year, June 30, 1901. When I assumed charge of the department in February a statement of this account showed that the insular normal school at Rio Piedras was nearing completion and would be finished within the appropriation of \$35,000, including the cost of the ground, about 50 acres, beautifully situated on a hill within 7 miles of the capital. Twenty 1-room frame agricultural or rural schools, including the three above mentioned as completed within the last fiscal year, have been completed and are now occupied. The average cost of construction has been \$1,667.67, exclusive of office expenses in preparation of plans and cost of supervision of construction, which would probably add about \$100 to the cost of each building. In addition to the above, two 2-room frame graded-school buildings have been erected at Penuelas and at Juana Diaz, and another 2-room graded-school building, in brick, at Lares; eight 4-room brick buildings at Humacao, Caguas, Coamo, Aguadilla, Manati, Yauco, San German, and Guayama; one 6-room brick building at Arecibo; and two 10-room graded brick buildings at Mayaguez and Fajardo, making in all 14 school buildings for graded schools, all of them substantial structures, most of them the largest and finest buildings in their respective towns. They are all admirably adapted to school work and have been built from plans and specifications prepared by the department of education, which has supervised the work at every step. For this work the department has had the services of Mr. Charles G. Post, as chief inspector of buildings, and a corps of five able assistants. Three more graded-school buildings located at Bayamon, Cayey, and Aibonito are under contract and nearing completion. The total cost of the 17 graded-school buildings will be about \$140,000, exclusive of the cost of land, which is donated in every case by the municipality, and exclusive of the cost of plans and supervision. The total cost of plans and supervision for the first year (January 1, 1901, to January 1, 1902), during which the department engaged in the work of school extension, has been about \$10,000. From the total allotments made prior to May 1, 1902, for school extension, amounting to \$250,000, we have completed one large normal school building, of which more will be said in the separate section of this report relating to the normal school, and 38 public school buildings, of which all are occupied but three, which will be ready before the opening of the next school year; and we have a balance of about \$25,000, with which we will build and equip an industrial school in the city of Ponce during the coming summer, which will make a total of 40 public buildings equipped with modern school furniture, with accommodations for nearly 6,000 pupils, at a cost of \$250,000. In view of the high cost of building material, much of which has to be brought from the States, the scarcity of mechanics able to do the grade of work demanded on most of these buildings, and the enormous expense of transporting workmen and materials from the coast to the interior districts of the island, this result could only have been secured by economy and prudent manage-

ment, and I believe that the people of Porto Rico have got large value from the expenditure for schools of the trust funds so generously donated by the people of the United States.

Recognizing the urgent need for a continuation of this good work of school extension, the governor and heads of executive departments, in whose hands the trust fund allotted by the President of the United States has been placed, consented, upon my recommendation, on April 30 to the use of the further sum of \$150,000 for school buildings. Eighty-five thousand dollars was immediately allotted, \$21,000 of which is for a model 6-room brick graded school and a 2-story frame principal's residence, as part of the insular normal school at Rio Piedras. Both buildings are now nearing completion. Twenty thousand dollars, or so much thereof as may be necessary, will be used in the construction of 12 agricultural-rural schools in the following places: Comerio, Trujillo Alto, San Lorenzo, Cidra, Florida, Naranjito, Tallaboa, Morovis, Jayuya, Guaraguao, Maricao, and Cialitos; \$44,000 will be used for the erection of graded-school buildings on a new plan, by which the municipalities in which graded-school buildings are erected will be required hereafter to give the ground and pay one-half of the cost of the building. The balance of the \$150,000 after the \$85,000 allotted on or about May 1 is expended will be made available for the erection of graded or rural school buildings in accordance with the plan just mentioned. In recommending this plan I felt that the trust fund would be exhausted long before the most imperative needs for school buildings could be met unless we could induce the municipalities to tax themselves for this purpose. I had previously secured the passage of a bill giving the municipalities the right to levy a special school tax not exceeding one-tenth of 1 per cent on all personal and real property, in addition to the regular property tax, to be collected by the treasurer of Porto Rico in the same manner as other taxes, but to be turned over direct to the local school boards to be used exclusively for school purposes. At the same time another law was passed raising the minimum per cent of all taxes which the municipalities were required to turn over to the school boards for school purposes from 10 to 15 per cent. Thus the school boards should find themselves from now on much better able to cope with their financial difficulties. The moment seemed opportune, therefore, to suggest that while the insular government might continue to build rural schoolhouses in the poorer and most needy districts, graded-school buildings would be constructed only where the municipality agreed to furnish the ground and pay half the cost of construction. To make it possible for the municipalities to accept this offer in cases where the funds were not immediately available, or to enable them in some cases to distribute over a series of years the burden of their share, the department of education has offered to erect the building as usual and pay the entire cost and allow the municipality to pay its share in monthly installments to be withheld by the treasurer of Porto Rico, in pursuance of the authority of a proper ordinance of the municipal council, from the current monthly disbursements of the treasurer's office to the said municipality. These advancements will be made without interest. The plan has worked well, and several municipalities, within the few months since it was announced, have already passed the necessary resolutions to avail themselves of this offer. The department is about ready to advertise the contract for a 6-room graded school at Rio Grande, which was the first town to accept the new plan. The building will cost probably \$10,000, and Rio Grande has agreed to pay \$100 a month until the sum of \$5,000 is repaid.

BOOKS AND SUPPLIES.

All of our schools have been well supplied during the year with necessary text-books, stationery, maps, ink, pens, pencils, and ordinary school supplies. Over \$38,000 has been spent for text-books and school supplies, and the further sum

of \$29,000 for school furniture. Nearly 9,000 new individual school desks have been purchased during the year at a cost of about \$3 each put in the school. They have taken the place of miserable board benches and tables at which the children were formerly huddled together without any possibility of maintaining good order and without any regard for health and comfort. Unfortunately this old furniture has had to be used again in most cases to take the place of still worse equipment in rural schools or to serve until better can be secured where there is no school furniture at all. I have visited rural schools within a few miles of the capital where half of the pupils had to sit on the floor around the walls of the room, and on a rough slab-log floor at that, with cracks between each slab of from 1 to 1½ inches. New individual desks create a revolution in the discipline of the school and in the spirit of pride and degree of efficiency with which both teacher and pupil carry on their work. Every school in the island should be equipped with modern furniture as well as with modern books as soon as the necessary public funds will permit. We could use 25,000 desks to good advantage next year. Unfortunately, we shall be able to purchase, with the appropriation for that purpose, not over 6,000.

We have secured for all the children now in the schools an adequate supply of the best elementary text-books available in the different subjects and of the absolutely necessary maps and charts which constitute the equipment of a well-ordered classroom. We are somewhat restricted in the choice of such supplies by the fact that the work in the rural schools, which constitute over half the schools in the island, is conducted entirely in the Spanish language and the larger part of the work in the remaining schools is also in Spanish. About two-thirds of all of our text-books, therefore, are Spanish books and in many cases Spanish translations of English text-books, which are usually inferior to the originals. In the lower grades we have been able to make larger use than ever before of English text-books, and when the time comes that we have teachers able to use English text-books in all the grades we shall have a much larger range of choice in books adapted to our course of study. The children will learn English fast enough to be ready to use English text-books before their teachers in all cases are able to teach either in the English language or from English text-books. Some premium should be placed upon the work of the Porto Rican teacher who is able to do his work in English, and it may be possible in the near future to encourage the Porto Rican teacher to equip himself to do his work in English by the promise of the highest grade of salary only when this result is reached.

TYPES OF SCHOOLS.

The conditions in Porto Rico demand that we should have at least three distinct types or groups of schools if the system of public education is intended to meet, with any degree of completeness, the educational needs of the island.

The first type or group of schools is that designed for purposes of general education. The object of these schools is to reduce the amount of illiteracy and to give every possible encouragement to the development of the intellectual powers of the children of all grades of attainment as they are brought together in the rural schools, where a single teacher must conduct several classes in the same subjects, varying greatly according to the attainments and ages of the pupils, and to do the same thing under somewhat more favorable conditions in the town and city schools, where the number of pupils permits of more exact grading and of the assignment of different grades to the special teachers. This work can be carried out just as far as the public desires to maintain it as a part of the public-school system. It may take pupils from the graded schools to a high-school course, into the college, and through the college to the university. We have now provided for a course of study running through eight years of graded work, the final examinations in which will admit to any high school in Porto Rico, and the legislature has provided for the establishment of four

high schools, well distributed geographically, located at San Juan, Mayaguez, Ponce, and Fajardo, in which the work of these pupils can be carried on to the point at which they will be ready for admission to the average American college. One of these high schools, namely, that at San Juan, has been in operation for two years, and one more has just begun its first year of work in Ponce. Two years hence we shall have pupils enough ready for this work to maintain a complete four-year high-school course at San Juan and a two-year course at Ponce, and to have at least the first year of high-school work in successful operation at Mayaguez and Fajardo. In time there will be enough pupils prepared in our own schools ready for college, in addition to a number of young persons in Porto Rico who have secured their preparation elsewhere, who will be ready for college, to justify the establishment of a college academic course. The literary ambitions of the people are marked, and the demand for the establishment of an institution of college grade, which in time would lead to the development of a great Antillean university as a part of the public-school system of Porto Rico, is likely to increase as the years go on. We should not be blind to the development of the distant future while absorbed in the more pressing demands of the immediate present. While for many years to come the needs of the great masses for the most elementary forms of education will be so great as to preclude the judicious expenditure of public money for the vastly more costly types of higher education, open necessarily only to the few, the suggestion which has frequently been made looking to the establishment of a Porto Rican college or university is one that should be encouraged and for which plans should be made years in advance. The position of Porto Rico in its geographical and political relations to the islands about it, and in its geographical and commercial relations with the whole of Spanish-speaking South America, is a factor to which the governor of Porto Rico called attention so pertinently and so favorably in his recent address at the dedication of the Insular Normal School. Institutions of higher learning, which would draw to Porto Rico students from all the South American Spanish-speaking countries and enable them to receive their professional as well as their cultural training for positions of large usefulness in public life in an American university located in a country where we have as a living experiment the results of the contact of Anglo-Saxon and Latin races, of American and Spanish institutions, and of the assimilation of the best in both, would constitute a powerful and potent influence in the extension of American principles and ideals.

The second type should be a school especially designed to meet the needs of the rural and agricultural population of the island. It should begin with the agricultural-rural schools furnishing instruction in the elementary branches of a general education, but not designed to start the pupils on a course which in its highest development would lead into the ordinary college or university, but rather on a course which would lead to the agricultural and mechanical college providing a training in practical and applied science. We have already begun with the agricultural-rural school, and this must be strengthened and guided by a special department in our Insular Normal School, which will provide specially trained teachers for the agricultural-rural schools and, perhaps, also advanced training for those pupils who are able to continue their studies beyond the point to which the agricultural-rural school can carry them. The agricultural schools and the agricultural and mechanical department of the insular normal school would work in the closest harmony with the agricultural experiment station established, or about to be established, by the Federal Government.

The third style of school is the industrial and trade school, for the introduction of which we have just made provision. These schools are being established in the larger cities, and will have every equipment to give a good elementary education and a special training or preparation for one of a half dozen or more important trades.

RURAL SCHOOLS.

Out of 874 schools open at the end of the school year 482, or over 55 per cent, were rural schools. These are taught almost exclusively by Porto Rican teachers and the work done in the Spanish language. They are ungraded schools. The teacher forms as many classes within the school as the needs and ages of the pupils demand, and while one class is reciting its lessons the other pupils are studying or doing written work under the general direction of the teacher. The teacher has a regular programme, devoting so many minutes each day to the several subjects assigned in the course of study. These schools have improved greatly during the past year. The effect of the training on teachers in the summer normal school of the previous year is very marked, and the interest of the teachers, who are the poorest paid and those with the fewest opportunities in the whole corps of public-school teachers, in self-improvement, led us to arrange for an eight weeks' summer course for their special benefit, which began on the 7th of July at the Insular Normal School. Our accommodations were taxed to the utmost to provide for those desiring to take this course. Considering the sacrifice that many of these teachers had to make to attend this course, paying their own expenses for travel to and from San Juan, paying their living expenses during the eight weeks they remained there, and devoting nearly all their attention to hard study which required at least six hours of class-room work per day, we should certainly be gratified to know that over half of all our rural teachers eagerly improved this opportunity and imposed upon themselves these burdens in order that they might be better prepared to adapt themselves to the needs of our American public-school system. With generous provision for school supervision, which will enable the school supervisor next year to devote more time to the rural schools in his district, to visit them more frequently, and to give more encouragement and direction to the work of each teacher, our rural schools are sure to make creditable progress.

AGRICULTURAL-RURAL SCHOOLS.

The agricultural-rural school is organized on the same general lines as the rural school, only that it has at least one acre of land around the school building available for purposes of practical cultivation, and it was the intention of the department, when these schools were first opened, that only the morning hours should be devoted to class-room work and include the elementary branches of reading, writing, and arithmetic, and that the afternoon hours should be devoted, under the direction of a teacher specially qualified as a practical farmer and scientific agriculturist, to the actual cultivation of the soil and the raising of the ordinary vegetables and farm products and to experimentation in the scientific cultivation of plants in which the agricultural community in the neighborhood of the school might be interested. It was the intention that this work should be done by the pupils themselves, and the results have value not merely as an object lesson to the community, but also in the intellectual development of the pupils and in their preparation for their future careers. Unfortunately, the department of education, at the time these schools were established, was so much occupied with the imperative needs of the other schools that my predecessor very properly gave the major part of his attention to providing for the greater number of pupils by planning for the successful operation of the ordinary day school. The result was that the agricultural-rural school was not thoroughly equipped. The teachers, in some cases, were not qualified for such work under the peculiar conditions existing in Porto Rico. Some of them were practical agriculturists under American conditions prevailing in the States, but did not realize how different were the conditions in the Tropics, and were not sufficiently well equipped in the Spanish language to work with those in the rural districts who knew little or no English. The schools were not properly equipped with tools and

apparatus. The ground, in many cases, was not properly fenced or protected from the trespass of men and animals, and the general result was that little was being done outside of the schoolroom work in these agricultural schools when I assumed charge of the department. A few of them I changed over at once into rural schools of the ordinary type and gave up the attempt to carry on their agricultural features. This caused some disappointment in the several communities where this work had been looked forward to with much interest. I then secured the services of Mr. F. M. Pennock, formerly connected with the American Fruit Company at Rio Piedras, and himself a scientific agriculturist of large experience, both in the States and in the Tropics. His work in Jamaica and in Porto Rico for a period of several years has won for him the respect of the people, and his knowledge of local conditions and of the language enables him to enlist the interest and support of those most actively identified with the agricultural interests of the island. I had Mr. Pennock visit each of the 19 schools in which we had at some time or other attempted to do agricultural work, or in which we were planning to introduce this work. Twelve such schools were in actual operation at the time of his visit, and his detailed reports cover all 19 schools, including some that had been changed over into regular schools of the rural type, and also some that were not yet ready for occupancy as agricultural schools.

Mr. Pennock was instructed to examine each school with a view to reporting upon the location of the school, the character of the soil, the demand for agricultural work in the community, the equipment in tools, and the practical work of the teacher. He was also asked, on the basis of the data thus secured, to prepare a general plan for the better guidance and direction of this work on a uniform basis by a department to be established in the normal school at the opening of the next school year. Mr. Pennock went with the necessary letters of introduction and conferred with the teachers in each of the schools and with the school supervisor of the district, with the local board, and with the citizens interested in the cultivation of the soil in the immediate vicinity of the school. In his general report on the results of his investigation Mr. Pennock says:

If the representative citizens can not be brought to appreciate the far-reaching importance of this departure from old school methods, and if the local boards do not cooperate with the department of education in developing the agricultural type of school, even good teachers will fail to secure the best results. * * *

To gauge and foster this sentiment, after a full explanation with the school supervisor to secure his assistance, we conferred with such members of the school board and such prominent citizens as we could meet in a hurried visit. * * *

In these talks the backwardness of our agriculture—except in the matter of cultivating sugar cane—was brought out; and the opportunity, through these proposed agricultural schools, to gradually diversify our farming and add valuable export crops by spreading among the children a knowledge of the use of modern methods of cultivation and of improved implements and of how plants grow and how simple experiments may be profitably conducted.

To speak of the tobacco crop as one which might receive the painstaking care of an agricultural school-teacher was sure to excite particular interest. Tobacco is now the most profitable crop within the reach of the poor man and the man of moderate means and promises immediate cash returns. If the department would only secure some choice seed and the best literature on cultivating, curing, and preparing tobacco, here would be something that would help them all, young as well as old. Improvements in the handling of this plant would, it was thought by many school patrons, secure a deep interest in any school taking the matter up in earnest.

In the same connection I brought out as best I could the important work for the neighborhood which the school should accomplish in throwing light on orange and pineapple growing and upon the cultivation of improved garden vegetables.

The age of the pupils runs low in all the agricultural schools so far. The average is about 12 years. In some cases teachers told me that they had had some larger boys in the school, but that on account of the poverty of the families and the fact that it was the busy season of spring planting they had been obliged to stop coming.

It is evident that this work, in its beginnings, must be quite elementary and adapted to the comprehension and to the physical strength of the younger pupils.

Most of the agricultural schools have girls among the pupils. I did not observe or hear of any objection to the plan, which seemed to work smoothly.

The girls generally worked in the field, where any work was in progress, but at the less laborious operations.

The department has carefully planned to put this work upon a substantial basis for the next school year, and a model agricultural school will be conducted at the Insular Normal School. A brief summer conference for the teachers in the agricultural schools was held under Mr. Pennock's direction at the normal school in September. The following programme was followed with enthusiasm and excellent results by a regular class of 20, to which were admitted visitors at every session:

Programme of a brief course in agriculture for the teachers in agricultural schools, to be given at the Insular Normal School, Rio Piedras, September 4 to 21, including a three-day conference September 18 to 20.—Daily class-room work from September 4 to 18, inclusive.

8.30 to 9.30 a. m.—Mr. Pennock. Text-book: Dr. Nicholls's Tropical Agriculture (in Spanish).

9.30 to 10.30 a. m.—Mr. Pennock. Text-book: Dr. Nicholls's Tropical Agriculture (in English).

10.30 to 11.15 a. m.—Mr. Smith: Physical training.

2 to 3 p. m.—Mr. Pennock: English conversation and scientific reading.

3 to 4 p. m.—Mr. Pennock: Methods in field practice and nature study; review of the field work of the preceding day.

4 to 5.30 p. m.—Mr. Pennock: Field work; garden practice and nature study.

Programme of agricultural conferences of the summer course in agriculture given at the Insular Normal School, Rio Piedras, September 18 to 20, 1902.

THURSDAY, SEPTEMBER 18.

10 a. m.—The Agricultural school in Porto Rico: F. M. Pennock, 20 minutes; discussion, 10 minutes.

The relation of physics to agriculture: Dr. Rosell, 30 minutes; discussion, 10 minutes.

The relation of chemistry to agriculture: Prof. José Janer, 30 minutes; discussion, 10 minutes.

2 p. m.—Influence of garden training on the pupil: E. N. Clopper, 15 minutes; discussion, 25 minutes.

Nature study and its influence on the pupil: E. F. Curt, 15 minutes; discussion, 25 minutes.

Possible developments from the agricultural school: J. C. Huff, 15 minutes; discussion, 25 minutes.

8 p. m.—The relation of botany to agriculture: Ramón Sautine, 20 minutes; discussion, 20 minutes.

Preparation and Cultivation of the Soil. Tools and Machinery: E. F. Curt, 20 minutes; discussion, 20 minutes.

Selected students' themes upon subjects studied.

FRIDAY, SEPTEMBER 19.

10 a. m.—Tropical crops and their arrangement in a school garden: F. Fourcaud, 20 minutes; discussion, 20 minutes.

The cultivation of pineapples in Porto Rico: Treated by two students, 10 minutes each; discussion, 10 minutes.

The cultivation of the orange: Treated by two students, 10 minutes each; discussion, 10 minutes.

Porto Rican exports: J. E. Magee, 20 minutes; discussion, 20 minutes.

2 p. m.—Physical exercise in the public school: Mr. Smith, 20 minutes; discussion, 10 minutes.

Draining and irrigation with reference to Porto Rico: E. N. Clopper, 20 minutes; discussion, 20 minutes.

The cultivation of tobacco in Porto Rico: Two student papers, 10 minutes each; discussion, 20 minutes.

8 p. m.—Field practice, fertilization, and experiments in the school garden: J. C. Huff, 20 minutes; discussion, 20 minutes. Four student papers, 10 minutes each for discussion.

SATURDAY, SEPTEMBER 20.

8 a. m.—Domestic animals in Porto Rico: Discussion.

Methods of instruction in the school garden: F. M. Pennock, 15 minutes; discussion, 15 minutes. A student paper, 10 minutes for discussion.

2 p. m.—How to create local interest in agricultural school work: Opened by F. M. Pennock. All teachers and students to be called upon.

An ample supply of the best seeds and tools has been purchased for the agricultural schools, which were notified when the tools were ready for distribution that they must make the necessary preparations for their care and use. The following letter was sent to the teachers and to the school boards:

TOOLS FOR USE OF AGRICULTURAL SCHOOLS.

DEPARTMENT OF EDUCATION OF PORTO RICO,
OFFICE OF THE COMMISSIONER,
San Juan, September 5, 1902.

The department will soon have in stock a supply of the following tools, which will be furnished to agricultural schools when needed and when proper provision has been made for the housing and care of same: Single-wheel hoes, galvanized watering pots, steel spades, 8-tooth cast-steel rakes, 10-tooth cast-steel rakes, steel trowels, ax mattocks, pick mattocks, 5-inch ladies' field hoes; 6-inch field hoes, socket handles; American grass hooks, hand crosscut saws, claw hatchets, burning brands, letters "A. S.;" bush scythes, bush-scythe snaths, scythe stones, 50-foot tape lines, horse hoes, 12-inch sweeps for horse hoes, 15-inch furrowers for horse hoes, Warren hoes.

S. M. LINDSAY,
Commissioner.

THE GRADED SCHOOLS AND THE HIGH AND GRADED SCHOOLS.

From the statistical report it will be seen that we had at the close of the school year 351 graded schools open. Most of these are taught by Porto Rican teachers and are located in the larger towns, where three and four grades are usually grouped together in one building. Instruction in English is given in each of these schools by an American teacher, and one such teacher is assigned for service in three or four graded schools. Thus we had 102 American teachers teaching English in these graded schools in the afternoon hours and devoting the morning hours to general instruction, for the most part in English, with the smaller children in the lower grades. In this way, it is thought, in a few years, as these younger children advance to the higher grades, all of the children in the graded schools will be prepared to use English text-books and to receive instruction in English, provided the native teachers can be prepared in the same time to give the instruction in English on all subjects. In this way alone will it be possible for the children of Porto Rico to acquire a working knowledge of the English language. There is no intention to rob them of the use of the Spanish language or in any way to displace that language. If, in addition to the best they have now, we can give them a practical working knowledge of English, they will have in their possession a tool of inestimable value in their future work in life, whatever that may be. The graded schools are doing excellent work, and while only a few hundred pupils have as yet advanced beyond the sixth grade, there were at the end of the last school year, in all, probably a thousand pupils ready to pursue work in the seventh and eighth grades of the course of study during the next school year, and we now have about 100 pupils who have completed the eighth grade and are ready for or are taking high school work. For these provision has been made in the high school at San Juan, in addition to which we opened the first year of a high school course in the city of Ponce. In San Juan we have divided the high school course into a Spanish high school and an English high school, giving two parallel courses conducted in the Spanish and

English languages, respectively. In the so-called American school at Ponce we have a graded school with all eight grades of work given in the English language, and the graduates of this school are able to pursue their high school studies in an English high school, so that the plan now in operation in San Juan has been followed in Ponce, and two parallel high school courses will be provided—one given in English and the other in Spanish. These high school courses in San Juan and Ponce are open to pupils from all parts of the island, and in another year, when the additional high school courses are opened in Mayaguez and Fajardo, we shall have in these four high schools ample provision for the higher education of the high school grade for all pupils throughout the island who have successfully pursued their studies in the graded schools and are able to continue their studies in the high school. Additional facilities in the way of buildings and special teachers for this work will be needed another year, and will add materially to the demands made upon our educational budget. The results obtained in the past two years in the high and graded school in San Juan amply justify the continuance and the expansion of this department of our work. The report of the principal of the San Juan high and graded school for the current year is given in the Appendix, and the revised course of study will be found on another page of this report.

INDUSTRIAL SCHOOLS.

There is no more important forward step in the educational work in Porto Rico than the recent attempt to establish industrial and training schools. The last legislature passed an act in which it authorized the commissioner of education to—

establish, construct, and equip and maintain with any funds allotted or appropriated to the use of the department of education in Porto Rico, and not required for other purposes, at least three industrial or manual-training schools for the education of the youth of Porto Rico.

The law further provides that—

Said schools shall be designed and equipped to afford a practical education for the pupils, both male and female, who shall be received therein in some occupation or trade of a mechanical or industrial character. Competent teachers, who shall be practical mechanics, artisans, thoroughly equipped by education to instruct the pupils of said schools in such mechanical or industrial branches as shall be taught in said schools, shall be from time to time employed by the commissioner of education as the needs and necessities of said schools and the means at his disposal for said purpose shall require and permit.

The law then specifies that the schools shall be located in the cities of San Juan, Ponce, and Mayaguez, respectively, and gives the commissioner full power to promulgate the course of study and to maintain the schools as a part of the general educational system of Porto Rico; and also to provide such rules and regulations as he may deem proper for the admission of boys and girls to these courses. No specific appropriation was made to carry out the intent of this law, but in pursuance of its provisions the unused balance from the regular appropriation for the department of education, which at the close of the last fiscal year would have lapsed into the treasury, was made available, and this amounted to the sum of \$40,521.33. From the school-extension fund there has been set aside \$25,000 in addition for the erection of a suitable industrial-school building in the city of Ponce, and that building is now under contract and will be completed during the present school year. In San Juan a large office building, formerly used by the French Railroad Company for its offices, has been rented for the period of one year, subject to renewal, and the San Juan industrial school was opened in this building on Monday, October 27. In the city of Mayaguez a building formerly used as a warehouse has been rented and is now being remodeled in order to provide suitable quarters for an industrial school there. The following course of study has been prescribed for the first year in the industrial

school. It is in the nature of preparatory work, in view of the fact that more applicants did not possess the necessary elementary education to be admitted to shopwork. Furthermore, it has been found necessary to begin with pupils at the age of 14, although in the San Juan school of the 59 pupils admitted during the first week the ages range from 14 to 20. Few, however, were much beyond the average of 14 in intellectual development.

OUTLINE FOR COURSE OF STUDY IN INDUSTRIAL SCHOOLS.

FIRST YEAR.

I. Language. (Ten periods per week.)

Reading and writing Spanish and English. Dictation and composition of business forms and letters in both languages. Exercises in English, with special practice in conversation. Elementary Spanish and English grammar.

II. Mathematics. (Five periods per week.)

Arithmetic: Review as rapidly as possible the fundamental operations and processes. Teach thoroughly common and decimal fractions, giving ample opportunity for practical exercises on the fundamental processes. Thorough drill, with practical problems in English and metric systems of weights and measures. Elementary business accounts; methods of rendering bills, keeping records, and making payments.

Mensuration: Plane figures and surface measurement of cube, prism, and square pyramid.

III. Science. (Five periods per week.)

Geography: (a) Physical and political geography of North America, West Indies, Central and South America. (b) Elementary commercial and industrial geography of United States and West Indies, paying special attention to crops, products, manufactures, sources of raw material, and routes of trade and travel.

IV. History. (Three periods per week.)

(a) Reading: Stories of exploration and discovery in North and South America and the West Indies. (b) Study: Early colonial life in United States and Porto Rico, touching upon the relations of the Indians with the Europeans, and the struggles for occupation.

V. Drawing. (Ten periods per week.)

(a) Free-hand drawing from geometric objects, simple plants, and fruits. (b) Mechanical drawing, with attention to scale, accuracy, and neatness of execution. Floor plans: Models for tools and machinery.

VI. Hand work. (a) Sloyd—for boys. (Five periods per week.)

Use of tools in woodworking. Construction of simple models, teaching and requiring accuracy of hand and eye. Construction of articles of household use, brackets, frames, and light furniture.

(b) Cooking—for girls. (Three periods per week.) Preparation of common articles of food, with special attention to dietetic and hygienic principles. Methods of cooking meats, vegetables, etc., and dishes usually eaten in Porto Rican homes.

(c) Sewing—for girls. (Three periods per week.) Work in cutting from patterns, fitting, basting and sewing, buttonhole making, etc.

(d) Needlework—for girls. (Two periods per week.) Drawn work and lace making, knitting, darning, embroidery, etc.

The plans for the subsequent years contemplate the establishment of a carpenter shop, a plumbing shop, a printing shop, a tailor shop, a shoe shop, a harness shop, and more elaborate training for girls in cooking, dressmaking, basketry, and sewing. The equipment for these shops will be obtained between now and the 1st of next October, and with the beginning of the second year all of the students will be required to enter one of these shops, devoting the bulk of each day to work in the shop he chooses, and one or two hours each day to class-room work in general studies.

The wish of every man and woman, no matter how highly educated, to have some means of earning a livelihood and to be thorough master of some trade has become apparent in all countries, and Porto Rican boys and girls must not be left without some help in this direction. These schools will help to establish trades and industries on the island for the making of things which are now imported, but which could be just as well made here, thus giving employment to home labor and new incentive to

home skill. It will not be possible for these industrial schools to turn out full-fledged mechanics, but it is intended to keep them on a practical basis and to enable boys and girls who have had three or four years' training in one of these schools to go out with a modicum of general education and with a new and higher training for industrial work, and with a knowledge and experience which will enable the pupil to enter a business house or trade shop prepared to become an efficient, independent worker in a very much shorter period of time than the average apprentice.

Trades which will be taught in the new industrial and trade schools will be selected, after careful conference with representative business men of the island, with a view to selecting those for which the people are adapted and in which there is immediate demand for skilled labor at the present time in Porto Rico. This is especially true of plumbing, harness making, hat and straw weaving, printing, and certain forms of cabinet and wood work. To these can be added from time to time, as funds and equipment of the schools will permit, training in other branches of industrial activity. The aim will be to make the work simple and practical, and to combine with mechanical work instruction in the most elementary subjects now taught in the public schools as the basis of a good general education.

SPECIAL SCHOOLS.

In addition to the rural, agricultural, graded, and high schools we have already in successful operation a number of special schools. First in importance are the night schools, for which ample provision has been made in the school law. Two thousand seven hundred and sixty-seven pupils have been enrolled in the night schools during the past school year, with 64.7 per cent of the pupils in actual attendance during the year, which is a remarkable showing when we consider the fact that most of these are persons of adult years occupied at hard work during the day and making many sacrifices to attend school in the evening. Within the past few weeks we have made some modifications in the course of the night schools with a view to making them as practical as possible. The plan is to give the best instruction in these schools in the most elementary and practical subjects. Arithmetic, language work in both English and Spanish, writing, and a little elementary instruction in geography and history comprises the course. In San Juan, Ponce, and Mayaguez we have begun the experiment of offering to those who have made satisfactory progress in the subjects just mentioned the privilege of entering a special class of typewriting, stenography, and bookkeeping, for which there is considerable demand. The recent action of the cigar makers' union in demanding of its members the ability to read and write has brought applications for many more persons employed during the day for admission to the night schools, in order that they may learn to read and write; and we have in most of our night schools a waiting list of those anxious to enter as soon as there is room for them.

We opened one night school recently in Ponce, notice being given at 2 p. m. that pupils would be matriculated at 8 p. m. the same day. At that hour, on only six hours' notice, 172 pupils presented themselves. The building would hold no more, and as many more persons were left standing in the street unable to gain admission to the building. We could take only 108 of the 172 who managed to enter the rooms where pupils were examined.

Of the other special schools, the work of the kindergartens has perhaps aroused the greatest enthusiasm in the community. While the resources at the command of the department are not sufficient, and perhaps the time is not ripe to introduce the regular kindergarten in connection with all of our graded schools, the experimental kindergartens that have been established in San Juan and Ponce are doing a splendid work and are developing an interest among parents in the welfare of the smaller children, showing them the value of early systematic training. These classes consti-

tute a splendid object lesson and have already had a wholesome effect in enlisting greater interest and cooperation of adults in the work of their children in all of our schools.

At the last session of the legislature a law provided for the establishment of three schools for trained nurses. One such school had already been established in San Juan, where a class of young women, willing to devote themselves to the profession of trained nurses, is being trained under the direction of an American trained nurse, who is a graduate of one of the best schools in Boston. The work has just been begun and is somewhat handicapped by the lack of proper hospital facilities, which will be supplied as soon as the new city hospital in San Juan is ready for occupancy. Through the cooperation of the Maternity Hospital of San Juan arrangements have been made whereby this training class may work in connection with the officers of that institution. The course of instruction consists of not less than three hours' study each day, one hour of which is used in giving practical instruction in the treatment and care of the sick, with a review each day of the previous day's lesson. The remaining two hours each day are devoted to the teaching by observation in the different hospitals of the city of the symptoms in medical and surgical patients. Twelve patients are enrolled in the class, ranging in age from 16 to 30 years. Rules and plans for a more systematic course of instruction are now being worked out, and as soon as the services of two more professional trained nurses can be secured similar classes will be established in connection with the hospitals of Mayaguez and Ponce. We shall then have in the three largest cities opportunities for Porto Rican young women of sound physical health, earnestness of purpose, and ambition to fit themselves for a career of honorable and much-needed public service.

SCHOOL SUPERVISION.

Next to a good teacher comes a good supervisor, in the scale of relative values, in any school system. We have suffered in Porto Rico from the effects of poor supervision in the initial stages of our school work. Many of the supervisors appointed by the military government were men scarcely fitted for the work in its largest and best sense. They were good detectives and looked upon their function chiefly as that of a spy. This aroused hostility among the Porto Rican teachers and created an unfavorable public sentiment. Furthermore, some of our men, while forceful and vigorous in action, as they must needs be in a country like this, have been men not only of little educational experience, but also men possessing very little education themselves. Happily, for the most part that has been changed. We have now a fairly good corps of supervisors; a few exceptionally strong men who understand the language, know the habits and customs of the people, are familiar with the needs and possibilities of the island, are tactful, firm, generous, and inspiring, and who know what a good school is and how to make a good school out of a poor one. We need, however, more men of this type; men of culture, of good physique, able to stand the hardships of travel in all kinds of weather and over the roughest mountainous districts. They must also be men who have had experience in educational work and who have a definite educational outlook. For such there is a great future in Porto Rico and great possibilities for useful service. They can soon become the leading citizens of their respective communities, honored and respected by all, and with a field of work opening before them such as few young men can find in the States. During the past school year one general field supervisor and 16 district supervisors, with 3 assistants, have conducted the work of representing the commissioner of education in the field and of looking after the detail of school administration. The last session of the legislature created 4 additional supervisorships, and as now organized we have 19 districts, each with a supervisor, 1 general field supervisor, 1 statistical supervisor, and 1 assistant. During the past year

in two or three districts the supervisor had from 70 to 100 schools to look after and a large territory to cover. In other districts, where the number of schools was not so great, the territory to be covered was greater and the difficulties of communication at times almost insurmountable. The work of the supervisor is hard at best. He must be almost constantly in the saddle and must not be daunted by any kind of weather or by impassable roads and swollen streams. When he does his work well, he necessarily makes some enemies, and he is oftentimes the target for criticism and unjust complaint. Considering all the difficulties of the position and the poor pay compared with the incomes of well-qualified superintendents in the States, also the physical discomforts and hardships that they have had to endure, our corps of school supervisors has been remarkably efficient and its work for the most part is as well done as could have been expected. Under existing conditions the salary has been increased to \$1,200 per annum, with an allowance for actual traveling expenses not to exceed \$650 additional per annum. With the increase in the number of districts this year more intensive and satisfactory school supervision can be carried on. The number of districts should be still further increased, thereby reducing the number of schools per supervisor and the extent of territory which each is expected to cover. In this climate, and with all the difficulties of inaugurating a new school system, certainly no greater work should be expected than is expected of supervisors in the State of Massachusetts, where by law not less than 30 nor more than 50 schools are assigned to any supervisor working in a rural community.

The supervisor in the field gets a close-range view of educational matters and his impressions have a peculiar value in judging all educational progress. I have therefore appended to this report the 16 reports of the district supervisors, and I commend their perusal to those who care to make any close study of our educational work. They vary considerably in the tone and spirit in which they comment upon the educational tendencies of their respective districts. Some are more enthusiastic and hopeful than others. Thus, Messrs. Hill, Sawyer, and Wood, in districts 3, 5, and 16, respectively, present the brighter and more hopeful side of our work. Mr. Miller, in district 10, presents a moderately enthusiastic and also critical view of educational progress in that district, while Mr. Armstrong, formerly of district 1, presents more clearly the obstacles that lie in our pathway. All of these views are probably substantiated by the facts in every single district. It is a question rather of where the emphasis has been laid in the supervisor's report, and one who desires to get a close insight into the real workings of our educational system will study these reports with care.

The department is in almost daily communication with its supervisors. A large part of the correspondence carried on in the office of the commissioner is in answering questions from the supervisors or in the form of instructions and suggestions sent to them. For the latter purpose the circular letter is adopted; and as in these circular letters many questions of general interest are discussed, the difficulties which arise in one district are answered in a form to be of service when similar questions arise in another district. These letters constitute a sort of barometer which heralds the storms and records those which have been successfully weathered. Each supervisor is required to keep on file in his office a complete set of the circular letters. Some of these of more general interest are reproduced in the appendix to this report.

PROGRESS IN ENGLISH.

Every effort has been made to encourage the study and use of the English language. This has been done in the interests of the people of Porto Rico, whose future commercial prosperity depends upon their adoption of the English language as the prevailing speech throughout the island. The Porto Ricans are anxious to learn

English, are eager to have their children learn it, and the department is careful to see that the demand for English instruction is always in excess of the supply. We do not desire to force English upon the people, but we want them to recognize their own interests in the matter, and are willing to do all possible to aid their aspirations in the direction of acquiring a knowledge of English. English is taught in every school on the island. Of course, many of the Porto Rican teachers in the rural schools have only a slight book knowledge of the language, and can do nothing more than teach their children how to read the most elementary English sentences. This is something, however, and while these teachers do not know enough English themselves to know anything worth mentioning of English pronunciation, they are rapidly acquiring, for the purposes of the department's examinations, a more extended knowledge of our language. We do not wish to displace Spanish in the homes of the people, but rather to add to what they already know of that language a thorough knowledge of the English language. It will mean a great deal for the schools of Porto Rico when we are able to use English text-books. At present in all of the graded schools, which means nearly half of all the schools of the island, English is taught by an American teacher, who visits every room, teaching the lesson in English each day in the presence of the Porto Rican teacher and with her assistance. In this way the Porto Rican teacher acquires a more definite knowledge of English, and the department now requires every teacher in the island to take an examination in English at least once a year. The first general examination of this character was held on June 7. It was an entirely voluntary one, and although very little notice had been given, and most of the teachers were poorly prepared for it, at least 75 per cent of all the teachers on the island took it, and it was the intention of the department to award a few cash prizes, a fund for which, aggregating \$110, had been generously contributed by three citizens of the United States interested in our work, Mr. Edgar O. Silver and Mr. Leonard E. Reibold, of New York, and Mr. G. W. Holden, of Springfield, Mass. The results of the examination, however, did not justify the awarding of any prizes, partly because of certain irregularities in holding the examination, due to the fact that the date set came in the rainy season, when in the rural districts it was almost impossible for some of the teachers to report at the supervisor's headquarters. We decided then to hold these funds for distribution another year, and will be glad to add to them the contributions, large or small, of any other persons who may be interested in the object. The general scope and intent of the examination is indicated in the following letter, which was sent out May 1, in answer to some objections and to remove some misunderstandings which had arisen among the Porto Rican teachers:

MAY 1, 1902.

To the principal, graded, and rural teachers of Porto Rico:

MY DEAR FRIENDS: It seems that some misunderstanding has arisen about the nature and objects of the voluntary examination in English announced for June 7. I want you to understand fully the plans of the department, and do not wish you to think for a moment that the department would act otherwise than in your interests and for the good of the schools and the welfare of the children of Porto Rico. In the first place, this examination is purely voluntary. You do not need to take it unless you wish to. I hope you all will take the examination. Even if you feel poorly prepared for it, do not be ashamed to come to the examination and show that you are willing to make a start in the learning of English. We shall not expect the impossible. We know that many of you have had very few opportunities to study English, that you have not had the advantage of good books nor of access to good teachers of English. We know, however, that you have been doing the best you could, and that is all that we expect. For three years past you have doubtless witnessed the growing importance to the people of Porto Rico of a knowledge of English. The binding together in closer ties of friendship, sympathy, commercial intercourse, and business relationships of the people of Porto Rico and the people of the United States means that we must have one common and universal language which the people are able to read, write, and speak in all parts

of our common territory. It is evident that this common language of intercourse must be the English language. This does not mean that the people of Porto Rico must give up Spanish. On the contrary, as has well been said, "a man is as many times a man as he has languages at his command." The 75,000,000 and more people of the United States, however, can not be expected to learn the language of the 1,000,000 people of Porto Rico. The smaller body can adjust itself more easily to the conditions in this regard than the larger body of citizens. The people of the United States will respect the language of the people of Porto Rico. Many of them will learn to speak, read, and write it, but the one common language of social, political, and business intercourse will be the English tongue, common not only to all parts of our own national territory, but to large sections of the civilized world. We can not do our duty by the children of Porto Rico, in preparing them to earn a living and to take their place in public life, in the business world, and in private occupations in the future, unless we teach them thoroughly to know the English language. Let us work together to have English used as much as possible in our schools, so that the children may get not only a book knowledge of the subject, but a practical drill, which will enable them to use it in any and all emergencies.

I want, also, to tell you that this examination to which you are invited on June 7 has nothing whatever to do with the teacher's certificate you hold or the renewal of that certificate. Your certificate will be renewed as similar certificates have been renewed before, depending upon the report on the work you have done during the year. The marks of your examination will be recorded on your certificate, or the fact that you have no grade in English in case you do not take the examination. Of course, when you get your new certificate, if it has on it a high mark which you obtained in your English examination, it will doubtless help you to secure a better position next year. You need not feel ashamed of a low mark, and the questions this year will take into account the fact that the notice given of this examination has been short. The questions must, therefore, be correspondingly easy. It is not true, however, that you have had no more than six weeks' notice, although the official announcement of the examination was published only six weeks in advance of the examination itself. For nearly three years the department has been urging upon you the importance of acquiring a knowledge of English, and it is now necessary that we make a beginning to obtain a grading of all of the teachers on the basis of their knowledge of English. If you have had few opportunities and your mark is low this year, you will probably have an opportunity of raising that mark next year, and so on from year to year, showing the improvement that you make in the mastery of the English language. We are demanding a higher standard each year of the American teachers who come here to teach English. They are required to have high school, normal school, or college diplomas, representing, usually, many years of preparation for their work as teacher, and we shall be stricter this year than ever in the scrutiny of the character of these diplomas. Every step taken to improve the qualifications of teachers is something in which every good teacher should be interested and to which he should give his cordial support. There should be a spirit of professional pride in raising the standard of our profession. The higher that standard the more honor there is for every one who is a member of the loyal and devoted band of teachers in Porto Rico. There will be absolute fairness in the marking of these examination papers and in the general conduct of examinations. The department has just decided to have the papers examined by one central committee of examiners, and we hope to have soon at our disposal a small sum from which a few cash prizes can be offered to those who have had few opportunities to learn English and who make a good showing in this examination. The conditions on which these prizes will be offered will be announced later.

Please give this whole matter your thoughtful attention and your earnest support. Prepare for the examination as best you can—it will be simple and practical. The examination will be limited strictly to two hours' duration. For rural teachers one hour will be allowed for the translation from English into Spanish of a selection consisting of a few simple English sentences. Another hour will be devoted to a similar translation of a very short exercise from Spanish into English. For graded teachers the plan of examination will be exactly the same as for rural teachers, only the examination will be somewhat more difficult, and the time limited to forty-five minutes for each exercise; in addition, the dictation will be taken from any part of Brumbaugh's Second Reader. For principal teachers the plan for the examination will be the same as for graded teachers, except that the translation exercises will be a little more difficult, and a half hour will be devoted to writing down from dictation an easy passage from Brumbaugh's Second Reader, pages 5 to 48, the selection to be read slowly and distinctly by the teacher in charge of the examination; also, an additional half hour will be devoted to a few simple questions in English grammar.

The only test of your knowledge of English pronunciation in this examination will be in your ability to write correctly the passage dictated. In preparing for the examination, therefore, I would advise you above all to practice the translation of simple sentences back and forth from Spanish into English and from English into Spanish, and to read as much as you can in the first and second Standard Readers to be found in your schools. You will be notified individually of the result of your examination by mail, and the mark which you obtained, although it may be as much as a month or more after the date fixed for the examination before these marks can be sent to you.

Come on June 7 with a feeling of assurance that, having done the best you can, you will cheerfully show us what progress you are making in English. Urge your friends to come and take the examination in the same spirit of loyal cooperation in what the department is trying to do for the good of the schools and for your good, and you will find the department loyal to you and to your personal interests.

Yours, very truly,

S. M. LINDSAY, *Commissioner*.

The spirit in which this examination was undertaken is indicated by the following, among many letters which were received by the commissioner:

BAYAMÓN, P. R., *April 28, 1902.*

The teachers of the district of Bayamón are always ready. Those who have no cloaks weep much when it rains, but we are always ready for the examination.

(Signed by 18 teachers.)

A second letter was headed "Forwards," and read as follows:

The teachers of the municipality of Toa Alta are ready for the examination. We send you our regards and compliments.

A third letter, signed by the English class of the municipality of Corozal, read as follows:

DEAR SIR: The brotherhood of professors of this municipality return you our thanks, and promise that at the close of the year we will give a good account of ourselves in the English examination that is to come.

For the examination this year more elaborate plans have been made, and the following letter has just been sent out:

CIRCULAR LETTER }
No. 110. }

DEPARTMENT OF EDUCATION OF PORTO RICO,
OFFICE OF THE COMMISSIONER,
San Juan, October 24, 1902.

To the supervisors.

GENTLEMEN: You are hereby informed that on Saturday, April 25, 1903, an examination in English will be held in all the towns where there is an English teacher.

In order to give the Porto Rican teachers a fair opportunity to prepare for this examination, the English teachers are hereby directed to teach English three times a week during the last hour of the school day. These classes will be open free of charge to teachers and to members of the school board of the vicinity. Where there is more than one English teacher in a town, the work shall be equally divided by the supervisor of the district. If teachers desire to take lessons outside of the hours established, they must make arrangements with the English teacher or any other person, as a private teacher, at their own expense.

There will be three grades of examination: Rural, graded, and principal.

The examination for rural teachers will include exercises in translation from English into Spanish and from Spanish into English; questions in grammar selected from *Lecciones de Lenguaje, Inglés-Español* (published by the American Book Company); in addition to which rural teachers will be required to write a dictation exercise from the Standard First Reader.

The examination for graded teachers will cover, in addition to the foregoing, first, a dictation exercise from the Standard Second Reader; second, the writing of a composition of not less than 150 words on a theme selected from a list of five familiar topics relating to the geography of the United States, using Frye's *Geografía Elemental* in preparation for this work.

The examination for principals will include, first, the writing of an exercise dictated from the Standard Third Reader; second, questions in grammar and the use of words in English, basing the work on Welsh's English Grammar from lesson 56 to lesson 121, inclusive; third, translation from Spanish into English of an exercise selected from

El Lector Moderno No. 1; fourth, translation from English into Spanish of an exercise selected from the Standard Fourth Reader up to page 231; fifth, a composition in English of not less than 200 words on one of five given topics on the geography of the United States, using Frye's Grammar School Geography in English in preparation.

All exercises for translation shall be taken from prose.

Supervisors will place a copy of the books mentioned in the hands of teachers requiring them for study. Where teachers do not have these books they should make requisition for them to their district supervisor.

In this examination all teachers are expected to attend unless previously excused by the department, on application through the supervisor. Teachers who fail to attend, or who fall below 50 per cent, will have this fact recorded and taken into consideration as a part of the teacher's record, governing the approval or disapproval by the department of his application for the renewal of his certificate for the following year.

Teachers are required to take the examination corresponding to the grade of the certificate which they now hold.

The last examinations in English were not satisfactory, and certain prizes which the department intended to offer from a small private fund, contributed by friends in the United States who are interested in the progress of Porto Rican schools, were not awarded.

The following prizes are offered for excellence in this examination:

First. A first prize of \$25 in cash and a certificate of attainment in English, attested by the seal of the department, for the best examination in each grade. A first prize may be divided in case two or more teachers of any grade rank exactly alike, in which case each would receive a certificate.

Second. A second prize consisting of a silver medal, with an appropriate inscription, for the second best examination in each of the three grades, additional medals being awarded in case two or more teachers rank exactly alike.

All teachers having a standing of 50 per cent or over will have their standing recorded on their certificate for next year.

No prize will be awarded in either class where the first and second best examinations are not of sufficient excellence, in the judgment of the commissioner of education, to justify the awarding of the respective prizes.

Teachers who have had special opportunities for the study of English, such as a period of residence of one year or over in the United States, can not be awarded prizes. In cases where there are difficulties in determining whether a teacher has had special opportunities, the commissioner of education shall be the final judge.

Respectfully, yours,

SAMUEL McCUNE LINDSAY, *Commissioner*.

Other signs of the progress being made in English are not wanting, both with respect to teachers and pupils alike. One supervisor writes of the work in Sabana Grande that the English work in the graded schools is worthy of special notice:

The pupils of the fifth and sixth grades converse well, and the fourth class will be a better class next year than the present fifth grade. The second and third grades are doing surprisingly well. Whatever the pupils read they understand when they hear it spoken and they are rarely at a loss for an answer to a question. Conversational work is not confined to the reading lesson alone, but is spread out to cover any topic. I attended a ball in the town hall Thursday and the children, from the little tots to the young ladies, fired English at me the whole night. It has been a long time since I have spent a pleasanter evening.

Some of the efforts of individual pupils are almost pathetic. One boy who is studying with the hope that he might be sent to school in the States had to earn his living during the day and had only his nights, without the aid of a teacher, in which to study and acquire a knowledge of English. In writing to the department for advice he wrote in English as follows:

It is true, I am in a position with the San Juan Light and Transit Company, but I can too little that scarcely it is not sufficient for me to address myself. I have prepared myself to can be a teacher the next time for being not able to pay one who could give lessons to me. This letter will not be correct but it is a sign of my progress in the English language. I wait for a satisfactory answer, for I go every time forward and foward. I spend some hours at night in studying alone, by that reason all that I study I try to understand it well for I have no other man who can explain me that I study at night. That is the poor life. At the end of September I will be 16 years old.

Plans are being considered at this time by which the work in the Insular Normal School may be carried on exclusively in English. We have had several graded schools from the lowest to the highest grades, and two high schools, where the work is carried on exclusively in the English language, and Spanish is taught merely as one subject. In the practice school in connection with the normal school it is probable that all the work will be done in English. It will not be long before English text-books can be used and the bulk of the instruction in all subjects in the town schools and graded schools can be given in English. It will require probably several years before the same can be said of the rural schools. This will not mean more American teachers, but that Porto Rican teachers have been trained to be efficient teachers, making use of the English language.

PORTO RICAN STUDENTS IN THE UNITED STATES.

Forty-five students, boys and girls, are now studying in the United States at the expense of the Porto Rican government. Twenty of these received an allowance of \$250 a year and are located in the industrial and manual-training schools, the majority of them being at Tuskegee, Ala., preparing for careers as artisans. Twenty-five receive an allowance of \$400 per year and are preparing for college and for the various professional schools. They are scattered throughout the smaller colleges and the best preparatory schools in the States, where they receive careful attention and cordial assistance in their work. The reports from the principals of the schools indicate that these boys are doing well. Some of them stand relatively high in their classes. Several will be ready for college and some have already entered college. The legislature appropriated \$15,000 last year to continue these boys for another year. That amount will be needed annually if these boys are kept in the States for the period of four or five years, respectively, specified in the laws under which they were sent. The general public has been greatly disappointed that additional boys were not sent during the past year. There was a general impression that the legislature intended to send each year, for a series of years, 45 boys, maintaining those who had been sent in previous years until they completed their allotted term of study. The department has therefore on file many urgent applications of parents who are anxious to have their children sent to the States. Of course none of these can be granted unless there is a vacancy by death or resignation in the ranks of those now in the States, or unless the legislature makes additional provision for others.

PORTO RICAN AND AMERICAN TEACHERS.

The strength and value of any school is measured in the last analysis by the character and efficiency of the teacher. The most difficult task in the development of the American school system in Porto Rico, as all those who have had any experience in this work testify and all competent observers know, is to secure a sufficient number of well-qualified teachers. Considerable improvement has been made in this direction during the past year. We have at the present time in the employ of the department about 1,200 teachers, of whom 12½ per cent are Americans and 87½ per cent Porto Ricans. An exact statement of the number of teachers, the salary of each, and the classification of the total number into those who were citizens of the United States and those who were citizens of Porto Rico was made at the request of the committee of the legislature in March. This showed 123 Americans, receiving the total annual salary of \$67,195, and 837 Porto Ricans, whose total annual salary amounts to \$281,735. Thus the greater part of the work is done by Porto Ricans and the greater part of public money expended for salaries of teachers goes to native teachers. Of the American teachers almost all of those who came as adventurers or because they had been rejected in the States have been weeded out of the service and the ranks of the American teachers now contain many of the best equipped and most devoted

teachers to be found any place in the United States. We have on file at all times many applications, some of them from graduates of our best colleges, representing all States in the Union, of young men and young women willing to take up the work of teacher in the schools of Porto Rico. Many of these are eager for the opportunity of service in a good cause. Some are influenced by the desire to see something of life in a tropical country and to equip themselves for larger work in the States by acquiring a knowledge of the Spanish language. At the same time they are prepared to give honest and efficient service, and while they probably do not desire to remain more than two or three years at the most, they are in no wise disqualified by this secondary motive from being considered valuable material for our schools. We have, therefore, abundant material from which to select enough American teachers of English to equip all the schools we are able to open. These American teachers, however, should not be called upon to make so great a financial sacrifice as they must necessarily do in order to accept these appointments. The salary paid to an American teacher of English is only \$50 a month for a nine-months term, amounting to \$450 a year, in addition to which there is an allowance by the local board amounting to \$54 as a minimum and ranging from that figure up to \$135 for the school year. There are few cases, however, in which the maximum allowance is paid. Practically, therefore, most of the teachers of English have to reckon on a total annual income of \$504, out of which they must pay their transportation to and from Porto Rico and provide themselves with subsistence and clothing for an entire year. The transportation expenses are at least \$100, and in some cases, where teachers come from the interior of the United States, considerably more than that sum. The expenses of living in Porto Rico for such teachers is necessarily high, and the result is that after one year of experience they are therefore unwilling to remain. The schools suffer a great loss on this account, because the value of an American teacher to the school the second year is nearly double that of the first in which she is getting acquainted with the people, the local conditions, and the language. We ought to be able to hold our best teachers here for a series of years by offering a higher salary at the outset in order to secure the best talent and by offering a progressive increase for each additional year of service. Formerly the United States Government furnished free transportation, when the army transport system was in operation between New York and Porto Rico, but now that the transports have been discontinued no provision has been made to pay the traveling expenses of teachers from the States and they have suffered a corresponding diminution in their net income.

The Porto Rican teachers are working hard to equip themselves for the best positions by familiarizing themselves with the English language and with the methods of the American school system. Most of them have had few opportunities. The majority of them are married and have large families to support. They are extremely poor, and as a rule are unable to leave their homes for any length of time in order to avail themselves of any opportunities for study or for self-improvement. We shall have to be patient with them and do all in our power to aid them by efficient supervision of their work, by the loan of books and such direction of home study as the department and the Insular Normal School can give, and we hope soon to have a plan in operation by which some instruction at least in the methods of teaching, and perhaps in the matter of physical training in the schools, can be given by an instructor in the normal school visiting from time to time those schools where the need is greatest.

The department is doing everything possible to maintain a high standard of honor and efficiency among the teachers and to develop the spirit of professional pride and mutual criticism, rivalry, and encouragement among the teachers themselves. Those who willfully neglect their work, close their schools before the regular hour for closing, neglect to open them at the proper time, sham sickness, and in general

do as little work as possible when the supervisor is not in sight, are dealt with severely when they are found out. We have taken the responsibility of closing some schools altogether by suspending over twenty-five teachers for serious cause. In some of these cases the work of the teacher in the schoolroom was efficient, but the private life of the teacher and his moral influence in the community was not above reproach. We must not place the lives and training of innocent children in the hands of any teacher whose life is not clean, wholesome, and earnest. We would better have fewer schools and apparently take a step backward—which in the end would mean a long step forward—than to tolerate in the rank of teachers those who can not command the full respect of the communities in which they live.

The younger teachers are responding nobly to the demands of the department in all respects. Year by year as the normal school turns out additional classes the effect of this well-trained and enthusiastic body of young persons in the corps of teachers will make itself increasingly felt. Some of the younger teachers are making great sacrifice in order to save money and spend their vacations in the States, where they can study our American schools at first hand and perfect themselves in the knowledge of our language. There are, therefore, no lack of signs to encourage, especially when we consider how few have been the opportunities in the past and how great has been the change in spirit with which the Porto Rican teachers have welcomed the new school system and adjusted themselves to it.

THE INSULAR NORMAL SCHOOL.

From what has just been said it is evident that the key to the educational situation is the Insular Normal School. About 100 pupils have been in attendance during the past year, and over 125 are in attendance this year. They do better, harder, and more work than most students in the best school in the States. They now have a new building, which was dedicated on the 30th day of May with appropriate exercises, in which the governor, the chief justice, and other prominent officials participated. In this large and commodious building the pupils find every appliance of the best modern schoolroom to aid them in their work. The building is beautifully located on a tract of about 50 acres of land situated in Rio Piedras, 7 miles from the capital and accessible by a trolley line. In this building are large and airy class rooms and an auditorium that will seat 300 persons; two gymnasiums—one for boys and one for girls—equipped with shower baths and lockers and all necessary appliances for physical training; laboratories will be installed as they are needed; there is a room devoted to the purposes of a library, and already we have the beginning of the equipment of a school library. The work in this school is for the most part done in the Spanish language, although great stress is laid upon the study of English, and the pupils in this school have made so much progress in English that most of them can understand an address given in that language. This condition of affairs must continue for a time during this transition period until enough pupils from the lower grades of the public schools reach the point where they can take up their studies in the normal school and pursue them with instruction in English. We are making every effort to bring that about next year, and when it is possible the efficiency of the work in the normal school can be almost doubled. Pupils and teachers alike can have the advantage of a wider range of choice in the selection of text-books and works of reference bearing on the course of study.

Sufficient funds have been allotted to add to the equipment of the normal school a principal's house and a practice school, and both of these buildings are nearly completed. We shall then have in connection with the normal school a model agricultural rural school, a model kindergarten, four or five model grades of the regular school work, as object lessons in which the normal school pupils can receive instruction by observation and experiment and by the most approved methods. No labor

or expense should be spared in equipping, maintaining, and developing from year to year the work of the Insular Normal School. While money spent here does not bring in an immediate return, when the return does come it means more to the schools of Porto Rico than ten times the cost expended in other ways.

EDUCATIONAL CONFERENCES.

At the time of the dedication of the Insular Normal School all the school supervisors were called into San Juan to take part in those exercises and at the same time to take part in a conference on various subjects relating to their work. Seven sessions of about two hours each were held on three days, May 31, June 2, and June 3, at which the following programme was strictly adhered to.

May 31.—Morning session, 9.30 a. m., Dr. Lindsay in charge. Topics: (1) Educational theories and practice. (2) A general survey of the work in Porto Rico. (3) How to get good teachers and keep them. Discussion: (1) The relation of the supervisor to the teacher. Opened by Field Supervisor A. F. Martínez. (2) The work of the Insular Normal School. Opened by Principal W. G. Todd.

Afternoon session, 2.30 p. m., Mr. Heckmen in charge. Topics: (1) The position and work of the teachers of English in the schools. (2) The qualifications of teachers. (3) The course of study and how to grade the schools. Discussion: (1) Maxims for teachers. Opened by Supervisor Wood. (2) School discipline. Opened by Supervisor Conant.

June 2.—Morning session, 9.30 a. m., Dr. Lindsay in charge. Topics: (1) Supervisors' districts—(a) boundaries; (b) visits to schools; (c) traveling expenses. (2) The school law. (3) School supplies and text-books. Discussion: (1) Needed changes in the school law. Opened by Supervisor Foote. (2) New text-books and supplies. Opened by Supervisor Miller. (3) How can the supervisor best use and protect the school property and supplies for which he is responsible—(a) during school year; (b) during school vacations. Opened by Supervisor Lutz.

Afternoon session, 2.30 p. m., Mr. Pennock in charge. Topics: (1) The agricultural schools. (2) Agricultural teachers, American or Porto Ricans; qualifications, special certificates. (3) Equipment needed; summer work. Discussion: (1) What should be taught in agricultural schools? Opened by Supervisor Wells. (2) Should they bear the same relation to local boards as the rural schools? Opened by Supervisor Northrup.

Evening session, 8 p. m., Mr. Hernández in charge. Topics: (1) The organization and duties of the school boards. (2) The position of annexed municipalities. (3) The supervision of the finances of the school board. Discussion: (1) How to proceed to secure removal of a member of the school board and how to proceed to secure suspension of a teacher. Opened by Supervisor Sawyer. (2) Should the school board have more powers or less? Opened by Supervisor Hill. (3) How to arouse the personal interest of every member of the school board. Opened by Supervisor Mellowes.

June 3.—Morning session, 10 a. m., Dr. Lindsay in charge. Topics: (1) A model district. (2) Duties and opportunities of the supervisor. (3) The relation of the supervisor to the Department. Discussion: (1) How to judge a good school. Opened by Supervisor Moore. (2) How to enlist public support for the schools. Opened by Supervisor Anktom.

Closing session, 2 p. m., Dr. Lindsay in charge. Topics: (1) Questions and answers. (2) Unfinished business. (3) The immediate needs of each individual district.

The person in charge of each session treated of all the topics outlined for the session in an address not exceeding twenty minutes in length, after which those assigned to open the discussion on special topics were given ten minutes each, followed by a general discussion, in which any one present was permitted to participate on condition that no one should exceed five minutes nor speak twice until every person who desired to be heard had had an opportunity to speak on the topic under discussion.

In addition to the conference of the supervisors it was found advisable to continue the plan of holding a series of meetings in different parts of the island for the purpose of raising a healthy and active interest in normal education and in the public

school. For this purpose the commissioner invited Dr. James Earle Russell, dean of Teachers' College, Columbia University, New York City, one of the best training schools for teachers in the country, and himself a man widely known as a leader of educational thought in the States, and Dr. C. Hanford Henderson, a pioneer worker, writer, and thinker in the work of manual training, physical culture, and other highly important features of modern education, to accompany him on a brief trip to visit some of the schools of the island. These gentlemen very kindly consented to give their services without remuneration and in this way do what they could to assist the educational work in Porto Rico. Their traveling expenses were paid by the department and no other return was made for the very valuable services which they rendered, except the grateful thanks since expressed in many ways from teachers and parents in the leading towns in Porto Rico. For eight days they held meetings and gave stirring addresses, and by reason of favorable weather and excellent preparation for traveling facilities we succeeded in covering a large territory. Starting from San Juan, we addressed meetings of pupils, teachers, and general public in the schoolhouses and public squares of the following places: Manatí, Arecibo, Camuy, Quebradillas, Aguadilla, Mayaguez, Cabo Rojo, Sabana Grande, San German, Yauco, Ponce, Cayey, Coamo, Río Piedras, and San Juan. One day as many as seven meetings were held, and, notwithstanding the physical fatigue of this rapid trip, we met with such enthusiastic reception wherever we went that all felt encouraged and repaid. The general public is much more interested in matters of public education in Porto Rico than in most communities in the States.

The people appreciate anything that is being done for the schools. The building of schoolhouses has been to them the most tangible and forceful guaranty of the good faith of our Government. One coachman I met on the military road said:

During the administration of the Spanish Government we saw nothing but money going out of this country to Spain; now we see public money being put into buildings for the use of our children.

The people are willing to do what they can. They are willing to tax themselves to the extent of their ability, and even more, and they are willing to work for the public schools; but they need much help from outside sources, and if the United States does not encourage this spirit by cooperating with the people of Porto Rico in removing the curse of illiteracy the United States will eventually look back upon one of the greatest of lost opportunities, while if the Federal Government does come to the aid of Porto Rico in the establishment of an adequate and efficient system of public schools the time will come when Porto Rico will reflect greater glory upon the American nation than perhaps any other community within the sphere of American influence.

SCHOOL LAWS.

Only one important change has been made in the school law as enacted by the legislature and approved January 31, 1901. This law was printed in the appendix to the report of the commissioner of education for the year 1900-1901.

The change referred to is the increase of the minimum of municipal taxes which must be devoted to school purposes, from 10 to 15 per cent, and the authorization of a special school tax in accordance with the provisions of the following act:

AN ACT Authorizing the municipalities of Porto Rico to levy a special property tax, to be known as school tax.

Be it enacted by the legislative assembly of Porto Rico:

SECTION 1. That for the fiscal year beginning July first, nineteen hundred and two, and ending the thirtieth day of June, nineteen hundred and three, and in every succeeding fiscal year, in addition to the regular taxes, of which, according to law, at least 15 per cent and not more than 25 per cent must be set aside as a school fund, the ayuntamientos may levy a property tax, to be known as "a school tax," and not

to exceed $\frac{1}{10}$ of 1 per cent of the assessed value of all real and personal property of the respective municipality, in accordance with the assessment made by the treasurer of Porto Rico to levy and collect the insular property tax.

SEC. 2. The ayuntamiento of each municipality shall decide on or before the twentieth day of June of each and every year whether such additional tax shall be levied, and shall fix the rate within the limit allowed by section 1, basing the same upon reports of the respective school boards situated in each municipality, and in accordance with the needs for school funds, in whatsoever manner determined, and shall notify the treasurer of Porto Rico immediately upon the adoption of the resolution fixing said rate. The treasurer of Porto Rico shall collect the school tax hereby established in the same form and subject to the rules provided for by act entitled "An act to provide revenue for the people of Porto Rico, and for other purposes," approved January thirty-first, nineteen hundred and one, and said official shall pay, pursuant to law, to the treasurer of each school board, in the months of March and September of each year, the amounts collected during the six preceding months as school taxes in each of the respective school districts.

SEC. 3. That the amounts accruing to the treasury of each municipality on account of the school taxes hereby established shall be devoted solely to school purposes.

SEC. 4. That all laws, decrees, or orders, or parts thereof, in conflict with this act are hereby repealed.

SEC. 5. That this act shall take effect from and after its passage.

Approved, March 1, 1902.

In addition to this change further legislation secured the establishment of industrial schools, as already noted in the section on that subject in this report, and provision for training schools for nurses, as noted in the section on special schools in this report. A law was also passed which provided for the celebration of Arbor Day in the schools throughout the island on the first Friday in December of each year.

Some revision of the fundamental school law has become necessary by reason of change in conditions, and will be taken up at the next session of the legislature.

THE MOST IMPERATIVE EDUCATIONAL NEEDS OF PORTO RICO.

First of all we need more schools. We have 60,000 children now enrolled in school. There must be at least 350,000 children of school age in the island at the present time. Of these possibly 50,000 would be inevitably deprived by good reasons from availing themselves of the advantages of the public school. We probably have, however, at least 300,000 children who ought to be in school, and of these we have at present only one-fifth enrolled. Nearly all of our schools have long waiting lists containing the names of those being urged by anxious parents for a place as soon as a vacancy occurs. Two hundred and forty thousand children out of school who should be in school is a serious problem and should weigh heavily upon the public conscience. To furnish school equipment for all of these children would require an expenditure by this department of nearly \$3,000,000 annually—a sum exceeding the total revenues of the island by 50 per cent. Even if that sum were available it would require the expenditure by local authorities of sums far in excess of the total amount now paid for taxes in the several towns and municipalities. We increased last year the budget of the department of education by \$32,000, making the present budget about \$532,000. This budget should be increased next year to \$750,000 as a minimum. The resources of the island will probably allow of such increase, if the legislature deems it of sufficient importance to make it. This will mean a very small step toward the three million, but it will be a step with which the local communities can keep pace and will mean substantial progress in the right direction. This is probably all that the insular legislature can do. It will then have dealt more generously with its public schools, in proportion to its ability, than probably any other community under the American flag. Where any additional help is to come from I do not know, but I do know that in addition to all that the legislature can do we should have next year at least 100 additional American

teachers, and that all of these, together with the American teachers now here, should be paid a minimum salary averaging \$600, the increase to be an offset for the cost of transportation to and from the States, which was formerly furnished by the Government. For this item we need \$70,000.

Second. For the buildings and equipment of three industrial schools we need, in addition to what the insular government has provided and can provide, the sum of \$100,000.

Third. We need immediately an agricultural and mechanical department in the insular normal school, the equipment of which for the first year would cost \$50,000.

Fourth. We should have, as soon as possible, at least 100 new rural and agricultural school buildings with equipment, to be located in the most needy and backward parts of the island. This item would cost \$200,000.

Fifth. We need for our new graded schools in towns and cities immediately at least 20,000 new school desks and other school appliances and apparatus, which would cost about \$75,000.

These items alone, to which many other almost equally imperative needs could readily be added, aggregate a sum of \$495,000.

More important, and even more imperative than money, is our need for earnest, devoted, and thoroughly trained American teachers and educators who will come here from no selfish or mercenary motives, but in the true missionary spirit, as friends of the Porto Rican teacher, not as dictators or faddists who come to impose their ideas on the people, but rather as coworkers with the Porto Ricans, ready to study a new problem and to help to enlist and train the best young lives in Porto Rico for educational and public service.

The Federal Government of the United States has been generous in all its dealings with Porto Rico, and more than just, but a wise and far-seeing statesmanship will point out to the people of the United States that colonization carried forward by the armies of war is vastly more costly than that carried forward by the armies of peace, whose outposts and garrisons are the public schools of the advancing nation. Five hundred thousand dollars for one year, or even that sum for a series of years, would not support a very extensive military campaign; but that sum spent on education would work such a change in Porto Rico as to put beyond the question of a doubt the ultimate and splendid success of the ingrafting of American institutions in Spanish America.

APPENDIX.

FINANCIAL REPORT OF DISBURSING OFFICER.

DEPARTMENT OF EDUCATION OF PORTO RICO,
OFFICE OF THE COMMISSIONER,
San Juan, October 31, 1902.

By act of the legislature of Porto Rico, approved by the governor of Porto Rico January 31, 1901, there was appropriated the sum of \$501,000 for the maintenance of public schools, and by an act approved March 1, 1902, an additional \$4,000—\$505,000 in all.

An act of the legislature approved March 1, 1902, provides that "The commissioner of education is hereby authorized to establish, construct, equip, and maintain, with any funds allotted or appropriated to the use of the department of education of Porto Rico, and not required for other purposes, at least three industrial schools."

The following table shows the expenditures under the above-mentioned appropriations by items, and the unexpended balance transferred to a fund for the establishment of industrial schools:

Office commissioner of education:

Salaries.....	\$20, 145. 71
Contingent expenses.....	3, 707. 02

Text-books and school supplies:	
Purchases	\$38,272.69
Transportation	1,771.59
Common schools:	
Salaries	320,316.75
Contingent expenses	28,885.82
English supervisors:	
Salaries	19,949.52
Contingent expenses	3,858.55
Teachers' institutes:	
Salaries	3,068.00
Contingent expenses	602.35
San Juan high and elementary school:	
Salaries	10,980.00
Contingent expenses	1,071.70
Normal school:	
Salaries	7,963.71
Contingent expenses	2,732.25
Library and museum, department of education	420.43
Extraordinary expenditures, department of education	732.58
Total expenditures	464,478.67
Transferred to fund for establishment of industrial schools	40,521.33
Total	505,000.00

On January 2, 1901, there was transferred from the general allotment from revenues collected on importations from Porto Rico, act of Congress, March 24, 1900, the sum of \$200,000 to a fund denominated "School extension in Porto Rico," to be expended under the direction of the commissioner of education for the erection of school buildings. This fund was subsequently increased in the sum of \$137,000 by transfers from the same source, approved by the governor of Porto Rico, thus making a total credit to the appropriation of \$337,000. The following statement shows receipts and expenditures on account of "School extension in Porto Rico" (including insular normal school) from January 1, 1901, to July 1, 1902:

RECEIPTS.

January 2, 1901	\$200,000.00
July 23, 1901	3,500.00
August 7, 1901	31,500.00
November 16, 1901	\$15,000.00
November 16, 1901	2,000.00
May 5, 1902	17,000.00
	85,000.00
Total	337,000.00

DISBURSEMENTS.

Erection of buildings (contracts) ^a	192,783.57
Contingent expenses (salaries of architect, draftsman, and inspectors, traveling, attorney fees, fire insurance, etc.)	16,372.24
Unexpended balance July 1, 1902	127,844.19
Total	337,000.00

Under Spanish control of Porto Rico a fixed percentage of teachers' salaries was deducted and set aside as a pension fund for the benefit of aged and indigent teachers. Under this compulsory system of assessments the fund had grown to considerable size, but when the island was formally taken over by the United States Government in October, 1898, a small balance only was found on hand. The assessments were collected by the various municipalities of the island, and at the time of the United States occupation there was owing from municipalities in Porto Rico to the teachers' pension fund a sum approximating \$33,000, in addition to the sum taken to Spain, as above stated. Since that time, however, about one-third of this sum has been paid in, leaving about \$21,000 still due and unpaid. Steps are now being taken to collect

^a Of the \$209,155.81 expended on account of this appropriation, \$17,865.79 was disbursed in the fiscal year 1900-1901 and \$191,290.02 in the fiscal year 1901-2.

this sum from the municipalities, and I feel safe in saying that the greater part, if not all, will be realized. The pension fund has no regular income now, and it appears to be only a matter of time until it will be exhausted. The following brief statement shows the receipts and disbursements since the beginning of United States control in Porto Rico:

Balance on hand October 18, 1898	\$1, 610. 09
Collected from municipalities from October 18, 1898, to July 1, 1902.....	11, 741. 11
	13, 351. 20
Total	13, 351. 20
Paid to pensioners, on approval of the governor of Porto Rico, from Octo- ber 18, 1898, to July 1, 1902.....	11, 469. 12
Available balance July 1, 1902.....	1, 882. 08
	13, 351. 20
Total	13, 351. 20

By act of the legislature of Porto Rico approved January 30, 1901, the sum of \$15,000 was appropriated to pay the annual expenses of 45 Porto Rican young men and women sent to the United States to be educated. This sum was disbursed in equal monthly installments.

By act of the legislature approved January 31, 1901, the sum of \$2,420 was appropriated for the maintenance of a free public library in San Juan.

By act of the legislature approved March 1, 1902, to take effect from and after its passage, the sum of \$3,000 was appropriated to establish schools for trained nurses.

EXTRACTS FROM THE REPORTS OF SUPERVISORS.

[From the report of Wm. H. Armstrong, supervisor of San Juan district.]

GENERAL OPPOSITION ENCOUNTERED.

Notwithstanding all the difficulties that have been met, as foreshadowed by the remarkable figures presented in the United States Government census taken in 1900 with reference to the intellectual and moral status of the island of Porto Rico, there has been a distinct measure of progress obtained in educational work. As a whole, the people are coming to understand that our purpose is to uplift and improve them. Our customs, at many points so opposed to their own, have not always been and are not yet fully understood; and there is a conservatism which can not be expected to yield readily the old traditions to new and untried systems and theories.

To the free education of the common public schools it must be frankly admitted that the church does not accord its sanction. While there has not been open opposition, a distinctly unfriendly feeling has been shown, whose influence has been felt to no small extent. Religious schools are popular among the wealthier classes, and those holding close church affiliations are widely patronized.

The methods of instruction in these schools are far from being modern except in these schools established under some American system, where the methods of instruction therein pursued are in the main good, though strongly sectarian.

In general, the Spanish residents of the island, the greater number of whom are located in San Juan, are not friendly to our institutions in an undisguised and pronounced degree. It goes without saying that our schools are not favored by the Peninsularites; and as they are found in such large numbers in San Juan, the opposition met with from this source may be counted as a considerable factor.

Among the Porto Rican families there are some whose children have been or are being educated in American schools, and the influence of these has been friendly and very helpful indeed. Among them is a strong and healthy school spirit, a desire to have their children learn and to aspire to a higher and more fruitful life than they themselves have lived.

COEDUCATION.

Until the present year coeducation has been entirely contrary to the old Spanish customs; in fact, it was regarded as a means to the ruination of the people. To place boys and girls together in the same room without a guardian was an unpardonable crime.

At the beginning of the school year I had determined if possible not only to completely reorganize the system, but to break up this objectionable custom at once, regardless of public sentiment; and after laying my plans before the honorable commissioner of education, Dr. M. G. Brumbaugh, I proceeded to carry them out to the

best of my ability. I called a meeting of the principals and teachers of the district, laid my plans before them, and instructed them in the duties which they were expected to perform. Courses of study were laid out before them to follow, rules of discipline were explained to them, pertaining not only to the order and conduct of pupils, but the conduct of teachers also. First of all, they were instructed to enroll boys as well as girls in all schools and separate them only in the upper grades.

The plan was publicly announced in the newspapers, but objections at once arose from all sides. It became necessary to close my office to all except teachers. Attacks were made upon me in every Spanish paper. The halls of the school buildings were crowded daily with parents and servants who went to protect the innocent ones during school hours. This was very objectionable at first and greatly impeded the work of the classes. In view, however, of the fact that the guardians themselves might learn something of our methods as well as our good intentions, and that they might see our equipments so utterly strange to them, I considered that little harm and perhaps some good might be the result of permitting them to remain in the schools; indeed, a general invitation to visit the schools was sent to all parents. It required but a short time for these parents to learn that the American school was a great institution, where their children could get not only a good free education, but be under good moral influences at the same time. At present, sad to relate, it is difficult to get parents to visit the schools at any time.

It has now come to be realized that coeducation is indispensable for the future social, moral, and intellectual advancement of the people of the island. Again, it has come to be realized that such association means a higher moral character building through boys to cherish a higher respect for girls, whom they have been hitherto taught to rate as inferior to themselves.

Scholarship thus becomes advanced through the healthy competition which leads a boy to keenly dislike being outdone by a girl. That this means much in the social aspect of the future is already seen in the tendency toward the breaking down of old customs, which did not permit a woman to go unattended anywhere and forced teachers formally calling on the supervisor to do so in company with a greater or less number of companions, but who on business errands now in nearly every instance exercise independence and visit the office unaccompanied.

SCHOOL BUILDINGS.

The buildings now used for school purposes are remodeled dwelling houses; and although a vast amount of time, money, and labor have been expended upon these ancient dwellings, they are still far from being satisfactory as schoolhouses.

The style of architecture and the peculiar construction of the Porto Rican buildings have made it practically impossible to convert the same into modern school buildings. Like those of other old Spanish cities, the average building of Porto Rico is a two-story flat-roofed structure, built on the Moorish style of architecture, with exterior and interior walls faced in cement, decorated in stucco, and very neatly painted or colored.

The general form of the buildings is a hollow square, in the center of which is an open court or yard, or "patio," as it is called. On the upper floors the front of the building is occupied by a spacious stairway and one large room with two side rooms which overlook the street. From this large front room a short passageway leads back to an open corridor, which extends along the inner side of the building and overlooks the patio. Opening into the corridor on either side of the patio are small dungeon-like bedrooms, separated from each other by thick brick walls, while located in the rear are the servants' rooms, the kitchen, and the water-closet, if such it may be called.

The ground floor, which is generally occupied by the poorer class, is cut into rooms similar to those above, although much smaller, which open directly into the entrance hall or the patio. The average bedroom is only about 10 feet square, and receives light and ventilation through the arch doorway leading into it. The interior of the building is, in fact, a mass of arches and brick walls, varying in thickness from 6 to 18 inches, many of which can not be removed without weakening the structure. After tearing away all the lighter walls and arching the heavier walls for the purpose of obtaining space, it has been impossible to make well-lighted or well-proportioned schoolrooms.

The wooden buildings of the rural district are so constructed that almost as much time and money is required to properly remodel and repair them for school purposes as would build new houses. The Ponce de Leon and the Washington rural school buildings are good examples of remodeled wooden buildings, and they are now in such a decayed condition that it is hardly safe for classes to enter them.

The exorbitant rents paid for school buildings and the cost of remodeling and maintaining them has already amounted to nearly enough to pay for the erection of a large first-class modern school building in or near the capital.

The McKinley school building was added to the list in October, and, without exception, is the most modern, the most sanitary, and the best equipped building in the district. The rooms in it, however, are not all satisfactory as schoolrooms, as two of them are very long and hardly wide enough to admit three rows of desks. There are in all six class rooms, five on the first floor and one on the ground floor. Opening into the patio on the ground floor are several small rooms that could be remodeled into class rooms, providing enough light could in some way be admitted to them. The office of the local school board is also located on the ground floor. In the rear of the building is a large garden, in which the children have taken special interest. The school is one that the people of San Juan have reason to be proud of. Scores of excursionists and many others interested in school work have visited the school during the year.

A great improvement in the sanitary conditions of the buildings has been made, although a number of them are still in a very unhealthy condition. The Colon and the Ponce de Leon schools were closed by the health authorities for two weeks because the local school board had failed to comply with the health laws. The Santurce primary and the Washington school buildings are in bad condition. The McKinley and the Lincoln schools are thoroughly equipped with modern American plumbing. The William Penn building is in first-class condition in every way. In many of the buildings the unoccupied rooms on the ground floor are filled with decaying rubbish and old broken furniture that should be carried away. The rooms should be cleaned and then sprinkled with chloride of lime.

A person who has never visited a city of the Spanish West Indies can have but little idea of the unsanitary conditions which existed before the American occupation. The civil and military government buildings were no exception, and, while the health authorities have done a wonderful amount of work in Porto Rico, yet the same conditions still exist in numerous sections, not excluding San Juan. In the patios of several of the school buildings, located within a few feet of a well of drinking water, were found covered cesspools that had not been cleaned for years. The same may still be found at the Machuchal School. The water-closets consisted of narrow, tunnel-shaped iron bowls which emptied into leaky sewer pipes leading to the cesspool. Sewer traps or ventilating pipes were not used.

In consequence of the conditions which have existed, it has been my painful duty to place monitors over the pupils for the purpose of teaching and obliging them to use the modern water-closet properly, and while it has never been the duty of the supervisor to act in the capacity of janitor, health officer, or general mechanic, yet as much time has been devoted to this work as to the regular school work.

Your attention is respectfully called to the absolute necessity of appointing intelligent, clean, trustworthy men for janitors in the schools.

Good janitors are as necessary for the proper protection of school property and the good condition of the school buildings as good teachers are necessary for the teaching of the classes in them. I regret to inform you, however, that there are but three good servants in the district. These may be found in the Lincoln, McKinley, and Santurce schools. Women or boy servants have been employed in the schools, and the work, at times, has been not only half done, but not done at all, because the strength or skill of an intelligent man was wanting. It frequently happens that servants are friends or relatives of local politicians, and no little difficulty arises in attempting to remove them from the schools.

After the sad experience encountered with servants last year, I submitted to the former commissioner of education, for his approval, a list of rules and regulations, a few of which refer to the following: Hours for raising and lowering the American school flags; hours for opening and closing the school buildings; hours for and methods of sweeping, washing, and ventilating school buildings; water-closet rules; guarding the building and protecting school property; promptness in answering calls and assisting principals; allowing strangers in the building outside of school hours; smoking, cooking, or doing outside work in the schoolhouse; personal appearance during school hours, etc.

After having been approved, these rules were submitted to the president of the local board, with a request that they be printed in both the English and the Spanish language and be posted in different schools. They were never printed, however, and the servants continue their work and imprudence in much the same old way.

I have the honor to inform you that servants consider themselves highly insulted when called such, and to recommend that they be called janitors.

The school property has in many cases been poorly protected. The local school board has been notified repeatedly that books and other material were being destroyed for want of suitable dry places in which to store them. Books have been lost because the storeroom doors were without locks; others were destroyed by dampness during vacations, having been piled upon the damp pavement because there were no shelves in the storerooms.

Their new school furniture should be better protected against the damp climate of the island and against the various insects which infest it, the most destructive of which is the "comejen" (*Termes fatale*), which, after burying itself in the woodwork, eats the interior until only the outer surface is left.

The unfinished sides of the desks and chairs should be painted with creosote mixture; the finished surfaces should be rubbed over occasionally with a little boiled linseed-oil dryer. Furniture placed near open windows should receive an occasional coat of shellac. Fortunately, the Porto Rican boy has no jackknife with which to cut his desk, and if properly cared for the new furniture will last for many years.

PORTO RICAN CHILDREN—TESTIMONY OF SUPERVISORS.

The Porto Rican child, when not handicapped by depressing home surroundings and poor nourishment, as is but too commonly the case, is of a very bright and responsive disposition. He is easily amenable to school discipline under a kind but firm direction, but is absolutely refractory to harsh treatment, the outward submission obtained by such method but tending to accentuate his baser instincts.

With due allowances for climatic and hereditary influences, he is an active and not a lazy child, as has oftentimes been said. His activity is spasmodic rather than constant, but when united to the love of study, of which he is capable, and seconded by the directions of an able and earnest teacher, most substantial and satisfactory results are soon forthcoming. He is lacking in originality; little independence of thought need be looked for from him at first, but his memory and imitativeness are often remarkable.

The progress in arithmetic throughout the Vieques schools was scarcely satisfactory, and certainly not up to the average of American schools of the corresponding grade. In writing and reading the progress was generally good, were it not for the tendency, still fostered by some teachers, to learn the word at the sacrifice of the idea, as has been said before. Notions of geography and history were taught with very satisfactory results in most cases. The same may be said of drawing and singing. The best progress was obtained in the study of the English language. All pupils showed special interest in that study, to the general satisfaction of parents, whose main object in sending their children to school is, apparently, to have them learn the English language.

To understand the children of Porto Rico, or of any country for that matter, one must know the homes from which they come. Except in the most material sense of the word, very many of the children can not be said to have a home. A shack of one, possibly two rooms, built of the bark of the royal palm, the only furniture a table, and possibly a chair and a cot. The cooking is done over an open fire and the food, almost exclusively rice, yautía, Spanish peas, and roasted bananas, is eaten from gourds, those eating being seated on the ground or on the floor. At night all are huddled together in one room, sleeping on the floor. Of home training or discipline there is none. From these surroundings the child goes to the school. There conditions are much better, but far from what they ought to be. The children have never been taught self-control or regard for the rights of others. The only seat is a long bench without a back and so high that the feet of the smaller children do not touch the floor. It has been a source of constant wonder to me how the children keep as still and behave as well as they do under these conditions. Occasionally a vicious, evil-dispositioned scholar will be found, but almost all are docile and are disorderly unwittingly. As students they have remarkably good memories for what they have read or heard, but they are loath to confess that they know anything else. On one occasion when I asked a boy what the bottom of a near-by river was covered with he replied that the teacher had never told him. Yet he had to wade across the river to get to the school. This attitude of the children is frequently fostered by the method of the teacher. On one occasion a teacher, who holds a principal's certificate, asked a boy what a bridge is for. He replied, "To walk over on." "No," she said, "it is for water to run under." Not only did she thus by her manner, as well as by her words, discourage the boy from giving an original answer, but to my mind his answer appears more correct than hers.

On the whole, I consider the Porto Rican child fully the equal of his northern companion. He is intelligent, diligent, observant, possesses a good, retentive memory, and fair reasoning power. I find in him an instinctive fondness of study which the American has to acquire by continued study. All he asks for is the opportunity. Now that this is extended to him, he tries to accept it, although in many cases he is ill fed and ill clothed.

The charge that the pupils are hard to manage and hard to teach is frequently brought by teachers. As a matter of fact, there are few teachers who thoroughly understand their pupils and know how to manage them. The children of Porto Rico are naturally bright and willing to learn. There are few indeed who do not do well when properly treated and properly taught. The samples of work show that their progress has been very satisfactory, considering the conditions under which they were taught.

As noticed in previous reports, the pupils are endowed with excellent memories and vivid imaginations, but they are weak thinkers and poor reasoners. It is very difficult to obtain a direct and concise answer to a question. Their musical capabilities are excellent and under favorable circumstances they sing correctly and sweetly. Reproduction and composition work shows a too close adherence to the words of the text-book; or else contains superfluous expressions that have no bearing on the subject. A pupil who wrote an excellent essay on George Washington failed miserably in the description of an ordinary chair. Discipline, although improved, leaves much to be desired.

I note improvement in the pupils in regard to independence, thoughtfulness, cleanliness, health, obedience, and respectfulness. The faces of the pupils brighten as the English lesson approaches, and the progress universally achieved in that language is very encouraging, reflecting great credit on the pupils and their teachers. There is a complete ignorance of the rudiments of civics. In spite of defects, disadvantages, and difficulties, the Porto Rican children compare very favorably with any with whom I have been brought in contact. The most rapid progress is observable between the ages of 8 and 12 years.

I am glad to relate that I have not had notice of the expulsion from school of any child, and corporal punishment has not been administered to my knowledge. No school has had to be closed on account of sickness, and deaths have been scarce. Every teacher and pupil attending our public schools has been vaccinated.

THE NATIVE TEACHERS—TESTIMONY OF SUPERVISORS.

In general, I can say that I have found the native teachers willing, conscientious, and ambitious. Qualified for their position according to American standard they can not be said to be. The educational opportunities existing in Porto Rico before the American occupation are too well known to need any description or comment from me. Not only would a boy from the senior class in a good grammar school in the States excel most of them in mastery of the subjects, but, what is more important, he would be better acquainted with modern educational methods. "Desarrollo del entendimiento" (development of the understanding) slips glibly from their tongues, but too many show in their methods little real understanding of what that means. They are poor managers, and their lack of attention to details is their most exasperating failing. "No me fije" and "poca cosa" are by many regarded as all-sufficient excuses. The value, the necessity, of associating practice with precept is not appreciated. Some of the teachers have done wonderfully good work. I have in mind one school in a town that had no English teacher after the end of November, where the children in the upper grades made excellent progress under a native teacher not only in the subjects that were taught in Spanish, but also in English.

Too much can not be said of the necessity of a normal school for teachers such as has been established at Rio Piedras. The good results of a ten weeks' course held under such adverse circumstances last summer are seen on all sides. One has but to enter the school of a teacher who attended it to see them. Management, method, instruction are in sharp contrast with those found in the school of a teacher who has had twelve or fifteen years' experience under the Spanish system and nothing else. A ten weeks' course will not create a teacher, and those that took the course still have many defects. Their eyes are opened; and though they may see men as trees walking, yet they are not the blind leaders of the blind that their less fortunate associates are.

Public sentiment has grown to some extent, especially in the barrios where we had young and active teachers employed. Many teachers are beginning to see that their duty and usefulness as teachers does not end in the schoolroom but is mani-

fested in their private and social life as well. All teachers do not exert the proper influence over their pupils out of the schoolroom. This fault will only be corrected, however, as these teachers see the necessity of setting a worthy example for their pupils at all times.

There is a manifest desire on the part of many of the rural teachers of this district to better their scholarship. Ten are attending the summer normal school at Rio Piedras this year. All of these teachers expect to return to this district to teach next year. An examination in English was held in all the towns of this district June 7. I am pleased to say that a majority of teachers attended this examination.

When it is considered that out of 59 teachers employed in this district during the past year 24 had had no previous experience in teaching, the great drawback from which the school work has suffered becomes at once apparent. These inexperienced teachers have required a large amount of instruction in organizing and conducting their schools, and have tested the supervisor's patience to the utmost. To offset their inexperience many came equipped with a good stock of good will, industry, and willingness to do as they were directed.

With very few exceptions they have done as well as could be expected from them considering their previous environment and preparation. In many cases where the work was not acceptable the supervisor frankly told the teachers that they would not be accepted as teachers for the coming year unless they attended the summer course at the Insular Normal School. Twenty of the rural teachers from this district are now taking the summer course.

With the advent of the new furniture the discipline has improved, but there are still teachers, who with their good rooms and good furniture have failed to implant good discipline. There has been some improvement in method, but there is still much to be done in this direction. Teachers imagine and claim that they work hard, forgetting that the teacher's work can only be judged by its results.

The amount of energy that is wasted in our schoolrooms is surprisingly great. While the teachers are making such improvement in their work as can be reasonably expected, the question of getting a full corps of good teachers will only be solved by the normal school.

I am justified in saying that the schools of this district on the whole have greatly increased in efficiency the past year. The teachers realize more fully than ever the responsibility of their profession. I am led to make this statement from the following facts:

- (1) Increased use of pedagogical works.
- (2) Attendance and desire to attend the normal school.
- (3) Desire to obtain a knowledge of the English language.

Pupils have made astonishing progress in the English language, and in most schools more enthusiasm is manifested in the study of this branch than any other. Those who thought and still think that the teaching of this branch is not a success should visit the public schools and see for themselves just what is being done in this branch.

In the town of Quebradillas we had the most advanced class in English of the entire district the past year. They could read and translate well all the lessons as far as page 120 of Brumbaugh's Fourth Reader.

THE AMERICAN TEACHERS.

Considering the far superior opportunities, educational and institutional, that the American teachers have enjoyed as compared with the native teachers, I am forced to say that they have not given me as good satisfaction as the Porto Rican teachers. By that I do not mean to say that their methods are not better or that they do not attain better actual results. What I would say is that they do not do their best, do not take the professional pride in their work, and do not labor with the singleness of purpose that the native teachers do. The good results are the inevitable results of better preparation. They are inclined to feel independent of the rules of the department of education and to assume unwarranted authority over the native teachers and to lay claim to special privileges and exemptions. Several times I have called a teacher's attention to a rule of the department only to receive the reply, "O, that means the native teachers." The greatest hindrance to good work on the part of the American teachers is the giving of private classes in English. There can be no question that such work is desirable as far as regards the natives, and a necessary incentive to induce American teachers to come to Porto Rico. At the same time in some cases it is carried so far that the teacher is able to give no time or thought to preparation for the regular class-room work.

REPORT ON INSULAR NORMAL SCHOOL.

DEPARTMENT OF EDUCATION OF PORTO RICO,
INSULAR NORMAL SCHOOL,
Rio Piedras, July 21, 1902.

To the honorable commissioner of education for Porto Rico:

It is my duty as well as high privilege to report to you at this time the condition of the Insular Normal School during the past eight months, and to make mention of some of our most prominent needs and aspirations touching the future. The pressure of constant work makes this report late. Already the fiscal year has closed, our regular term examinations are just passed, the summer school has opened, and I snatch a few hours from its constant demands.

Our past normal term, which should have been nine months, was reduced to eight by the exigencies arising from the prolonged work of the summer school of 1901, coupled with the unfinished state of the new normal building, in which we hoped to have opened school in September last, and the delay caused by the fitting up of the governor's summer palace for temporary occupancy, all of which prevented the opening of the school until the last of October. This was unfortunate for the first year, when we needed all the time possible. But notwithstanding this curtailment of time in the year most needing it, the work of the past term has been very successful.

The whole number of pupils remaining with us until the end of the school year has been 91. Some 25 more applied for admission, were examined and even tried for longer or shorter periods, but finally rejected as better fitted for work in the common schools. Of this number the majority had little conception of the requirements for entering a normal school, and none were prepared to receive its benefits. Besides this number rejected, some 13 similarly equipped, who had been to great expense in coming from a distance, were allowed to remain and to form a class, which we have called our preparatory year class.

Thus the school was finally organized with a preparatory class of 13, two classes of the first year, numbering, respectively, 33 and 29 (the former being boys and the latter girls), with a second-year class of 16.

The studies of the first year were arithmetic, United States history, geography (covering contour, location, and products, and including map drawing), Spanish language, English language, physiology, pedagogy (mostly school management and methods), music, drawing, and simple calisthenics. The studies of the second year were similar, with the addition of algebra, Spanish literature, rhetoric, and civil government, and with more attention given to the actual practice of teaching. Hereafter the work of these two years will be more distinctly separated, for our second-year classes will be better prepared, and this preparation should excuse them from the further study of and examination in that amount of Spanish grammar, United States history, primary arithmetic, map work in geography, physiology, and pedagogy which has been finished in the first year. In other words, this normal school, like all others, must be progressive in character, and a thorough examination in the studies of the first year should be considered as holding good for the two succeeding years, whatever may have been the custom of the island in years past touching examinations for teachers' certificates. Any other course would break down the work of the second and third years in our school with the weight of 18 and 24 examinations, respectively, a requirement whose absurdity is seen with the mere mention of it, and which would at once destroy the character of a normal school.

This leads me to speak plainly of a fundamental antagonism between certain laws of the island, made to fit a temporary condition in times past, and the present existence of the Insular Normal School as a school for the preparation of competent teachers. Either these old laws should be changed or this school should be changed to something less than a normal. I can perceive in the alignment of these two opposing forces no middle ground for compromise. Indeed, I can not even perceive a remedy for immediately existing conditions before that change of law, unless you use the power in your hands to cut a knot which refuses to be untied. By some power or other the following two things seem to be necessary: (1) An authoritative declaration of the validity of a normal school certificate of first and second year's examinations for all succeeding examinations in the same work; (2) an authoritative declaration that all the examinations of the island must conform to that standard maintained by and necessary to the existence of the normal school. Something of this kind seems to be demanded in the broad interests of education, even before laws can be changed; something which will bring a uniformity of action and harmony of purpose on all sides competent to sustain the bright era of education promised by a normal school.

This brighter future is not only promised in the very existence of the normal school building in Rio Piedras, but the promise is reaffirmed and emphasized by the work of the school during the past eight months. I have said that the school has prospered, even in this shortened term. The reasons for this are not far to seek. First, with few exceptions, we have had a superior corps of instructors. Second, we have had a fine class of pupils, a class of indefatigable workers. No one who has seen our young men and women study and recite for the past eight months can say that the native Porto Rican is lazy. More than that, no one can say that he is wanting in obedience, moral purpose, and general good behavior; and we may add to this the presence of a kindliness and cheerfulness which is truly refreshing. To such pupils, and to the above-mentioned professors, our success of the past year is due.

But success implies an aim. What have we tried to do? Our aim has been (1) the introduction of better methods of teaching; (2) the gaining of information. The old method of memorizing certain answers to certain questions has been banished from the class room, and we have made a fairly good beginning in teaching prospective teachers to think and to prepare to teach their future pupils to think. This statement sums up all our aims in all our studies and represents our one aim. That aim has been faithfully adhered to by all our teachers and enthusiastically received by our pupils. What more can I say? This comprehends all. The pupils' eyes have been opened to a vista that charms and inspires them, and that inspiration will create its own future. These pupils are the hope of our island in education, and their work will be the stepping stones for the higher ascent of their children.

But how can I write this which touches upon the enthusiasm, earnestness, zeal, and even heroism of our pupils without giving individual instances? We can not know real hearts and wills in the mass. One should stand close to individual students and hear the story of their struggles, their trials, their sacrifices, to know them and to pardon some of the mistakes and stumblings which their impatient haste in self-advancement causes; and one will not hear the truest of these stories unless he does stand close to them. For example: Here is a little maiden so anxious to enter the school that she comes to me with a lie on her lips—somewhat of a white lie, to be sure, but enough to give my Puritan ancestry and education quite a wrench. Moral feeling subsides, however (or yields to a larger), as I read back of the tears the anxieties of a human life and consider the previous education. Here is another whom months of acquaintance makes bold enough to say: "Oh, you can't know what this school means to some of us girls! Our parents could not support their large families of girls, and as fast as they grew up they had to be gotten rid of, and it was all the worse if one was pretty. Now we can teach and support ourselves until we find the man we want to marry. And we no longer need consider ourselves as a burden, for we can help our parents." Here is another case, a man who has come to town with no means of support, but full of hope, confidence, and a vague longing in his heart for a slice of this education which seems to be passed around. Sometimes such men win, sometimes they fail. But the effort, the struggle! It fails not. How it quickens men's blood with throbs which no more are lost to society than are the impelling powers of the wave in reef formation! And here is a little girl, under age for the school; under size, with black eyes gleaming over the high cheek bones of the Indian and from a head covered with the close twists of the African. She is not prepossessing, but her cause is sacred. She has no father, and her mother, with a large family, is in the deepest poverty. Her preparation for school is very meager. I see the hopelessness of the situation and tell her she is too young, too poorly prepared. "But I want to be a great teacher." I am startled by the audacity and the contrast it offers. What a stupendous annunciation from such a small source! I attempt to reason with her. I turn her own arguments—the extreme poverty of her mother—against her, and urge her not to add to the burdens of this mother by wasting money in such a hopeless undertaking as trying to win a teacher's certificate in one term. But argument is unavailing. I am always met with the same words: "I must be a teacher. I must earn money for my family. Please give me a chance. Only give me a trial." Who can resist this? Only a chance—a chance to be something. Who can refuse a trial? But in two weeks I have to repeat the advice, and the same is repeated by all her teachers. She is apparently doing little, though working so hard. But she persists, she begs for a longer trial. Her eager eyes, full of tears, have the desperation of hunger in them. Want and study are already cutting finer that profile, leaving outlined the firm jaw, and as I look through the tears and recognize that "clear grit" on which the best in all civilization is founded, I say, "God bless you! Go ahead!" And she did go ahead. I do not know how she lived for a year—that is, much of the time, for we had many similar cases—but she won her certificate, and I was glad to be proven a poor prophet.

Does Yankee pluck exceed this? And is there not hope even for the under strata of Porto Rico with such women afield in education? And here is another case: A

poor girl appeared in the school and the town, and then her parents, too poor to pay her board, soon followed. They had a numerous family and no work. The meager allowance of daily bread was shared by all, and this girl studied each night into the small hours of the morning by the light of one candle. She was finally taken ill. Nature had rebelled. I called upon them in their one room, furnished only with two chairs and one bed, and from the latter the heroine of this drama smiled upon me like a reflection of that light which always wins its way through darkness. Well, our teachers relieved the immediate stress, the father found stray jobs of work, the girl returned to school, won high rank, and is now winning laurels in the summer school. Here is a little daughter who is lifting the whole family; her brothers and sisters will follow in her steps. What a change to them all! And it is the American occupancy of this island that has brought these changes to the homes of the poor.

There are many other cases in my mind, but time forbids their mention. I will, however, say that I am particularly interested just now in one case in our present summer school. It is that of a rural teacher some 35 years old, the father of a family of 12 children, and with a salary of \$30 per month for nine months of the year. If he can go through this summer school and win a higher certificate, he will get \$40 per month. He has thought of this for the past year. It has been his one dream by day and by night. He and his wife saved and pinched, but the pinchings from \$30 per month, after fourteen months had been filled, were insufficient. Did he give up the prize? Did he sit down and lay the burden upon circumstances, and with it his destiny? He was not made of that metal. He had a house—a mere cabin—but it was the home of his wife and children. It was his all. He sold it for \$50, and with this money paid three months' rent in humble quarters, and left a little money for their support. How he got here from his distant home I know not. The first I heard of him kind friends in San Juan were giving him lodgment and he was walking back and forth night and morning, a distance of 7 miles, to the school. He was doing this, too, with no breakfast, for he must start too early for even the cup of coffee which furnished the breakfast of his friends. Then friends raised a contribution to pay his fare on the street cars. He is all right now, and as happy as a king. He will win. He has it in his eye.

I state these individual cases because I think you will be glad to know them, and because the country which has extended its helping hand to this island ought to know them. These are not stories of men and women who have advertised their poverty, but who have hidden it. We have the other kind, but they are not the winners. We soon learn to know them, and their record with us is brief. These of whom I have spoken are the modest heroes of this epoch in this island. Their stories are sad, but not depressing. On the contrary, they cheer us. Here is grit, determination, persistency, heroism. Is there not hope for a country containing such men and women? Does not your own work look grander for them? God bless them, and help us all to be worthy of giving them the intellectual food they crave.

Respectfully submitted.

W. G. TODD,
Principal of Insular Normal School.

REPORT ON SAN JUAN HIGH AND GRADED SCHOOL.

The San Juan High and Graded School began the school year of 1901-2 on Monday, September 30, in the "Beneficencia." As last year's pupils had been matriculated the Friday and Saturday preceding, there remained to be enrolled only those who were new, and at the close of the first day's session the register showed a total of 204 pupils. The school closed June 20, 1902, with an enrollment of 195. The whole number of pupils enrolled during the year was 283. Of these, 75 withdrew, 11 were suspended, and 2 were dropped from the roll on account of continued illness.

The number of pupils in the grades did not vary greatly at any time, but the number that entered and left the school seems greater than is warranted even under existent conditions. Many withdrawals are due to the "floating population" of Americans who are here for short periods only. Then, again, many withdrew when not graded according to their own conception of their qualifications, while still others dropped out on discovering that it required quite as great and persistent effort to perform satisfactory school work as to enter at once on the arduous duties of earning a livelihood. Of this last class, however, there were but few. Besides these, there was a number of pupils who used the high school as preparatory for the teachers'

examination in January. As soon as the examination was concluded these students either left for their homes or entered the normal school at Rio Piedras. There remains but one more class of withdrawals to be accounted for. In this are included the students who even begin life with excuses—trivial, of course—as is the nature of such characters, who never can devote themselves to the accomplishment of any one purpose in life. But it is a great pleasure to know that the greater part of the student body has shown the utmost zeal and interest in the work, and the results obtained have been eminently satisfactory to all concerned.

The pupils of the intermediate grades are doing work creditable to the same grades in any city in the United States of the same size as San Juan.

Some of the students in the high school were deficient in some of the common branches, and therefore were compelled to carry on these studies while following the regular high school course. Political geography, English, grammar, and physiology, which should have been completed in the grammar grade, were studied throughout the entire year of the first year high school course, and it has been the constant aim during the year to pay special attention to the weak points of the pupils, in order to "round them out" for good, thorough high school work. Arithmetic, which has been the "stumbling block" for generations, has been taught to every pupil in the high school, the second year English high school excepted. As a result of this, there are pupils in the Spanish high school who are doing creditable work in arithmetic now, who, when they entered the school two years ago, could not write the simplest numbers when dictated to them in their own language. And it is with such preparation as this that our high school has had to contend since its establishment.

Many of the difficulties of last year had been eliminated, so that the very beginning was propitious for all concerned. There has been a better understanding between teachers and pupils, and the feeling that a teacher punishes a pupil for pleasure has entirely disappeared. The pupils have learned that there must be discipline in a school, and, like true soldiers, they are willing to be disciplined when they deserve it. It is only on these conditions that a pupil is allowed to remain in the school.

From the beginning the school was as well supplied with books as could be expected, under the circumstances. The greatest difficulty lies in securing suitable books for the Spanish high school. Some of these used last year were more or less defective; for example, Quackenbos's History is very badly arranged, as is also Huxley's Physiology. Then there is a crying need for a more advanced political geography, while we remain entirely without either Latin grammars or Latin lexicons.

The normal school at Rio Piedras relieved us of the greatest burden we had to contend with last year, i. e., a preparatory and training class for teachers.

The removal of the kindergarten to another part of the city was also a material advantage to the school, as the work of this department frequently interfered with the class work in the grades adjoining.

The attendance of the school has been excellent. Last year the average percentage of attendance was 87. This year it is 95.8, an increase over last year of 8.8 per cent. Only once during the entire term did the percentage fall in any one grade below 90, and that was during the seventh month in the Spanish high school, a period of very heavy rains.

During the year the school held appropriate exercises for Thanksgiving Day, Christmas, Washington's Birthday, Decoration Day, and Flag Day. The exercises for Christmas were held in the theater for the purpose of raising funds for a school library. It was the first entertainment of its kind ever given in San Juan, and, while there were grave doubts as to how it would "take" with the people, it proved a very great success. The generous sum of \$122.15 was cleared through the persistent efforts of the pupils canvassing the city prior to the entertainment, the generosity of the mayor giving the theater free of charge, and the same liberality on the part of the electric-light company in furnishing the light. The pupils who took part in the programme acquitted themselves creditably, and are deserving of the highest praise, as are also those who worked so faithfully selling tickets. With the proceeds of this entertainment, and donations from the commissioner of education, teachers, pupils, and friends of the school, we now have a library of 204 well-selected books. The intense interest manifested by the pupils more than repays for the work and effort made to establish the library. On Friday afternoons the pupils are permitted to draw out books to read at home, and a great many eagerly avail themselves of this opportunity. A curious circumstance in this connection is the fact that nearly all books drawn out are history or written on historical subjects.

The pupils of the Spanish and English high schools organized a literary society, governed by a constitution framed and adopted by themselves, called the "Borinquen Literary Society." The work of the organization has been satisfactory and encouraging, and while it is but in its infancy, it has done untold good for the pupils and is destined to bring greater results in the future.

At the beginning of the year a baseball team was organized, and immediately the greatest enthusiasm was aroused throughout the entire school down to the lowest grade. The "team" proved itself most worthy of the confidence and loyalty of the school, winning the scholastic championship of San Juan in games with the Lincoln School and San Pablo College. It is to be hoped that the keen interest shown in athletics this year may continue, and that next year we may have grounds for tennis courts for the girls.

The following summary will show the regular class work of the various grades:

FIRST AND SECOND GRADES.

This grade was composed of four divisions, viz, first, what might be termed a "connecting" class, composed of 15 children, the majority of whom were members of the kindergarten last year and who either were not old enough or had not sufficient preparation to do the work in the first primary grade; second, two first-grade classes; third, one second-grade class.

I. CONNECTING CLASS.

Reading.—These children read the entire English chart, 20 pages of the Riverside Primer, and 20 pages of Brumbaugh's First Reader. They understand and can translate into Spanish everything they have read in English.

Writing.—They have learned to write, copying words and sentences from the blackboard, also writing from dictation.

Composition and spelling.—They have done good original work in sentence building, oral and written, also some work in simple story narration and memorizing, and can spell all the English words in their vocabulary.

Number work.—The numbers from 1 to 10 were first taught objectively, which was a step toward counting from 1 to 10. Constant drill was given on the addition and subtraction tables of numbers from 1 to 10; also simple practical problems.

FIRST GRADE (B DIVISION).

Reading.—The B division of this grade read and translated 60 pages of the Riverside Primer and 30 pages of Brumbaugh's First Reader.

Writing.—The class learned to write the vertical system very well, to copy sentences and words from the blackboard and from dictation.

Composition and spelling.—They did some work in story telling and reproduction, oral and written, and they can express simple thoughts in English about different objects, using nature study and pictures as a basis for this work. They learned to write their names, to use the capital, comma, period, and interrogation mark; also to recite from memory several simple quotations and verses.

Number work.—Having gained a clear idea of the numbers from 1 to 10, they then learned to count, and this was followed by the combinations of numbers from 1 to 20—first, concretely and then abstractly, and this again by simple examples in addition and subtraction. They were also well drilled in easy practical problems suited to their understanding.

FIRST GRADE (A DIVISION).

Reading.—This section read and translated the Riverside Primer, Brumbaugh's First Reader, and English selections from other books.

Writing.—They used the vertical system with good results.

Composition and spelling.—They worked along the same lines as the B division, using, of course, a larger vocabulary and memorizing more poetry, quotations, and verses.

Number work.—This division learned addition and subtraction of numbers from 1 to 1,000 and the multiplication tables. They know how to multiply with two figures in the multiplier and are well drilled in practical problems.

SECOND GRADE.

Reading.—This grade reviewed Brumbaugh's First Reader, read thoroughly the Second Reader, and also various selections from other books. They can read and translate, at sight, into Spanish what they read in English.

Writing.—Good results were obtained with the vertical system of writing, and they were well drilled in copying and writing from dictation.

Composition and spelling.—They did good work in reproduction and familiarized themselves with punctuation and capitalization. They also had drill in sentence building and story telling. They acquired a good English vocabulary and are able

to spell quite difficult words. They memorized the poetical selections given in Brumbaugh's First and Second Readers, also others from various sources.

Number work.—Most satisfactory results have been attained in this subject. The children add and subtract with ease and readiness and can solve even difficult problems involving these operations. They know the multiplication table thoroughly and can multiply by five figures. They have been well drilled in short division and practical examples covering addition, subtraction, multiplication, and division, with the result that they are learning to reason for themselves.

Physical culture.—The children had exercises in breathing, also others peculiarly suited for strengthening the different parts of the body.

Drawing for both grades.—Paper folding and tearing. Drawing of simple objects in the schoolroom, home, etc. Some of these copied from the board, others from memory. Drawing for color effects with colored pencils, such objects as flowers, leaves, etc., also simple outlines of designs for color work.

THIRD GRADE.

Reading.—Brumbaugh's Second Reader, read and reviewed.

Spelling.—Words selected from reading lessons.

Language.—Writing from dictation—changing form of sentences written on board. Drill in declarative, interrogative, exclamatory, and imperative sentences. Simple written descriptions of pictures and objects in original sentences.

Writing.—Two copy books.

General exercises.—On the bones and teeth. Introductory geography lessons.

Arithmetic.—Abstract and concrete work in the fundamental rules. Simple oral work and combinations of numbers.

FOURTH GRADE.

Reading.—Brumbaugh's Third Reader finished. Supplementary reading from Stories of Great Americans.

Spelling.—Words selected from reading lessons.

Language.—Writing from dictation. Changing form of sentences written on the board, continuing the same work done in the third grade.

Writing.—Two copy books.

General exercises.—On the bones and teeth. Introductory geography lessons.

Arithmetic.—Abstract and concrete work in the fundamental rules. United States money. Addition, subtraction, and multiplication of decimal fractions to thousandths. The idea of common fractions. Improper fractions to mixed numbers, and vice versa. Fractions to lowest terms. Multiplying a fraction by multiplying the numerator, and dividing by dividing the numerator.

THIRD AND FOURTH GRADES.

Drawing.—Drawing from objects, study of type models and objects resembling them. Illustrative blackboard work. Simple designing and drawing from nature, beginning with water-color work. Drawing from memory and imagination.

INTERMEDIATE GRADE.

A DIVISION.

Arithmetic.—Learned factoring, greatest common divisor, least common multiple, bills and accounts, cancellation, and fractions as far as denominate numbers. Thorough review of previous work.

B DIVISION.

This section did the same work as the A division, except that it did not complete the subject of fractions, giving only as far as reduction of complex fractions, page 115. There was constant review of work already passed over. The children of both classes were thoroughly drilled in all kinds of practical problems and have experimented in making problems for themselves.

History.—Both divisions commenced the study of Barnes's History of the United States and studied and reviewed as far as the civil war, page 171. In connection with this work they studied the geography of the theater of war operations, locating places, following lines of march, etc. Besides this, to make the subject-matter more interesting, the teacher read historical sketches relating to the particular events under consideration. The children were also kept posted on important current events.

Geography.—Both divisions studied and reviewed from the beginning of the Natural Elementary Geography as far as Eurasia. Historical events connected with the different places were taught or interesting sketches read or told to the children. They also learned the general geography of Porto Rico and drew maps of the island, as well as maps of North and South America.

Grammar.—Welsh's First Lessons in English Grammar and Composition was studied and reviewed by both classes from the first to the seventieth lesson, page 106. Special attention was given to construction of sentences, writing short compositions and letters.

Reading.—Both divisions read Brumbaugh's Third Reader.

Spelling.—Both classes learned to spell the names of familiar objects, words from songs, and from the reader. They also had considerable practice in dictation.

Physiology.—Oral lessons, paying special attention to hygiene.

Nature study.—Talks on animal and plant life, more specially the former. The appearance and habits of familiar animals and birds were studied, and the children were encouraged to describe what they had learned from their own observation.

Drawing.—The same drawing as the third and fourth grades continued and developed, drawing of original designs, and designs from dictation. Water colors were used to study color combinations. A beginning of the study of pictures was made; also attempt at drawing from life; simple perspective.

B GRAMMAR GRADE.

Geography.—Redway and Hinman's Natural Advanced Geography, 91 pages, including the earth as a whole; North America and the United States.

Arithmetic.—Brooks's Elementary Arithmetic. Review from the beginning as far as denominate numbers, 162 pages.

Grammar.—Welsh's First Lessons in English Grammar. The entire book with careful reviewing. Much outside and supplementary work in grammar, English, and composition.

Physiology.—Cutter's Physiology. The entire book, with monthly reviews.

Mental arithmetic.—Brooks's Mental Arithmetic, 88 pages. Three times a week, through fractions to denominate numbers.

History.—Barnes's Primary History of the United States. The book was completed and very carefully reviewed, with much outside reading and outline work.

Reading.—Brumbaugh's Fourth Reader. The entire book, lacking about 250 pages. Recitations three times a week. Much explanation necessary.

Spelling.—Three times a week in connection with reading. Words chosen from all studies.

Writing.—Three times a week in Standard Vertical copy books, Nos. 3 and 4.

Drawing.—Same as A grammar grade.

A GRAMMAR GRADE.

Physiology.—The class made a thorough study of the entire book—Cutter's Physiology—which was also reviewed and supplemented by Steele's, Hewes's, and other books of recognized merit.

Geography.—The Natural Advanced Geography was studied in too much haste. The commercial status of the different countries was noted and some attention was given to map drawing, with very satisfactory results. The geography of Asia was studied from Carpenter's Geographical Reader only.

Mental arithmetic.—The class mastered the first four sections of Brooks's Mental Arithmetic. Very close attention was given to secure logical reasoning and accuracy of statement in solving problems.

Arithmetic.—The class studied thoroughly Brooks's Elementary Written Arithmetic as far as "Practical measurements." This work was supplemented by Brooks's and Wentworth's advanced arithmetics, the class always passing a creditable examination in each subject studied before proceeding to the next.

History.—Studied Barnes's History and read a great deal of supplementary matter—studying the subject rather than any text. Fiske, McMaster, and Channing were almost constantly in the hands of the pupils.

Reading.—Oral reading three times a week and spelling occasionally. Besides Brumbaugh's Fourth Reader, which was the recognized text, we used Carpenter's Geographical Readers, and many standard newspapers and magazines. Constant and close attention was given to enunciation and pronunciation, which is the great difficulty that children encounter, studying a foreign language.

Writing.—Three times a week, using Sewer's Standard Vertical copy books, No. 4.

Drawing.—A and B grammar grades. Several kinds of type models studied, with shading, similar objects used as models, designing and drawing of borders, dictated and original. Water-color work of more difficult kind. Drawing from nature, flowers, leaves, etc., with shading. Drawing from memory and imagination.

ENGLISH HIGH SCHOOL.

FIRST YEAR.

Literature.—The class read some of the choicest selections from Brumbaugh's Fifth Reader, and then took up the Last of the Mohicans, in the study of which stress was laid on the meaning and use of words, rather than the style of expression. Some of the finest passages were recast by the pupils. Welsh's Practical English Grammar was reviewed and completed. One written composition every week was exacted from each pupil, teaching correct form, consecutiveness of thought, as well as natural and clear expression.

Forty-five lessons of Smiley and Stuke's Beginning Latin were thoroughly studied. In Spanish the American pupils read selections from El Moderno, and had some exercises in conversation, while the Porto Rican pupils of the same class, and those of the Americans well advanced, began the study of Smith's Spanish Grammar.

Mathematics.—Brooks's Normal Standard Arithmetic completed. In algebra, the four fundamental processes were taught and thoroughly understood; also factoring, greatest common divisor, least common multiple, fractions, and simple equations to page 106.

Sciences.—The class completed Redway and Hinman's Advanced Geography. Owing to lack of early training, the work of this class was not as satisfactory or as thorough as might be expected from high school pupils. Most attention was paid to the Western Hemisphere, while nothing more was attempted in the Eastern Hemisphere than learning the important places and their location. The first eight chapters of Steele's Physiology were studied, but with no degree of satisfaction in the results obtained.

The class completed Barnes's United States History.

Drawing.—Study of groups of type models, with light and shade, and more advanced designing. Drawing of modern designing of flowers, etc., for book covers, also in colors; several different kinds of water-color work; painting of leaves, fruits, flowers, etc.; drawing from memory and imagination; perspective; drawing from various kinds of vases, jars, etc.; sketching from life.

SECOND YEAR.

Literature.—Interpretive study with questions and explanations of the Vision of Sir Launfal, Merchant of Venice, and part of The Princess, with a review and criticism of each classic composition. Work in constructive English and separate elements in writing. Visualization, characterization, work tending toward the short story. Rhetoric, Hart's Composition and Rhetoric, 114 pages.

Latin.—The first book of Cæsar, paying especial attention to the construction, with a general review of declensions and conjugations.

Spanish.—Same as first-year students.

Mathematics.—Algebra, as far as quadratic equations containing two unknown quantities. Geometry, the first three books of plane geometry.

Science.—Houston's Physical Geography has been studied as far as the "Distribution of the human race." Special attention was given to the natural phenomena with which the pupils are in everyday contact, such as causes of tides, direction of winds, etc. In addition to the text-book, it was necessary to supplement the work of the class with Davis's and Buller's geographies, and the American Encyclopedia. A change of text-book is one of the pressing necessities, as this geography is incomplete and antiquated.

History.—Completed Barnes's History of Rome, Mediæval History, and began Modern History.

Drawing.—Same as first-year students.

Owing to insufficient preparation on the part of nearly all the pupils of the high school, it was necessary for them to carry more studies than they could do justice to. Next year pupils in the first-year English high school will not be required to continue political geography and English grammar, and their time may be profitably devoted to the studies of the course.

As years go by the standard can be raised, and it is to be hoped that the studies will not be increased, but rather diminished, so that the pupils may gain a complete mastery of their work.

The pupils of the high school have worked hard, and, in spite of the overcrowded programme, the results have been eminently satisfactory.

SPANISH HIGH SCHOOL.

FIRST YEAR.

Grammar.—This class has studied throughout the year Smith's Spanish Grammar, including syntax and oral analysis, paying special attention to composition and reproduction. They are now ready to take up the study of literature, and, in connection with this, it seems advisable that they should continue the study of a more advanced text-book on Spanish grammar. There is also a need for standard Spanish literature suitable for this class.

Latin.—The first forty-five lessons in Smiley and Storke's Beginning Latin have been covered. The pupils are Spanish and the book is in English, so it was necessary to translate all vocabularies and rules for the pupils. Still, notwithstanding this drawback, they did very good work. Constant drill was given in declension of nouns and adjectives, comparison of adjectives, and conjugations, as much as covered in the book in forty-five lessons.

English.—Brumbaugh's Second Reader was used for the first six months. All the selections were read with the exception of some poetry beyond the pupil's comprehension. Twice a week lessons in English grammar were given, all definitions, rules, etc., being recited in English. The reading lessons were made the basis of conversation and even written productions of these were attempted. Since the Easter vacation this class read the Merchant of Venice, and Romeo and Juliet from Lamb's Tales from Shakespeare.

Mathematics.—A thorough drill was given in arithmetic, including the fundamental operations, common and decimal fractions, percentage, and proportion, using Wentworth's Aritmética Práctica as a text-book. In algebra Fisher and Schwatt's Rudiments of Algebra was completed as far as simple equations. These pupils are now receiving for the first time a thorough drill in mathematics, and considering the lack of early training, they grasp the subject as well as might be expected.

Sciences.—Owing to the lack of a suitable text-book in physiology, the progress of the class has been retarded considerably. However, the pupils know the main functions of life, and with a suitable text-book in use next year will be able to complete the subject.

In geography the class completed the study of Frye's Geografía Elemental, paying especial attention to the study of the United States of America.

History.—The history of the United States was completed. Quackenbos was used as a text-book as far as the civil war, and Nociones substituted for the remainder.

Drawing.—Study of lines, angles, etc. Type models. The cube prism and cylinder studied; similar objects used as models with light shading. Drawing from fruits, flowers, etc., some attempts at water colors; simple perspective.

SECOND YEAR.

Literature.—Rhetoric was studied from Retórica y Poética. The second part of the book, discussing poetry, will be taken up next year and here, again, another great need will be felt, that of Spanish classics for critical reading.

Latin.—In this subject it was necessary to make two divisions in the class—a beginning class, and one reading Cæsar. The beginners' class accomplished about the same amount of work as the first-year class with the addition of reading the Conlogna at the end of the book.

The advanced division read and reviewed the first book of Cæsar with constant drill in declensions and conjugations.

English.—Selections from Brumbaugh's and Walton's Stories of Pennsylvania and Standard Fourth Reader, together with the study of Welsh's First Lessons in Language.

Mathematics.—It was found necessary to continue the subject of arithmetic in this class also, and the Aritmética Práctica was used throughout the entire term. Those of the pupils who had a thorough understanding of the subject and were able to pass successful examinations were promoted to the third year of the course, while the others were forced to remain and repeat the work of the second year. Under no circumstances can this study be carried into the third year of a high school course.

Algebra.—As much of this subject as is contained in Fisher and Schwatt's Secondary Algebra has been completed very satisfactorily.

Geometry.—The subject of plane geometry completed.

Science.—Physiology.—This subject was studied mainly from notes supplied by the teacher.

Geography.—Appleton's Physical Geography completed. Most of these pupils have studied this subject for two years.

History.—History of the United States completed, using same text-book as in the first year. El Gobierno de los Estados Unidos completed.

Drawing was not taught to this class. As so many studies, in addition to the regular course of the second year, had to be taken up and completed, the pupils had no time to devote to drawing.

SLOYD.

Pupils from the intermediate grade and A and B grammar grades have taken courses in sloyd, nearly all having studied grammar grade work. A few of the youngest have a complete course in primary-grade work and have been promoted to the higher course.

And now, after a cursory review of the year's work, a word as to the outlook for the future. As was noted before, pupils were admitted to the high school without sufficient preparation, making it necessary for them to carry some grammar-grade studies in addition to the regular course of the high school. This made the work of the year burdensome for the pupils, and as a result there was no remarkably fine work done in any department. Next year pupils will not be admitted into the high school under such conditions as previously, and we hope for better results.

Last year the department of education had not arranged a course of study for the high school, and the pupils were given studies which, in some cases, were far beyond their ability to grasp. This was true especially in the science department, where pupils were studying biology who had scant knowledge of elementary geography and physiology. As this department was already established and equipped before I was appointed principal, and as it seemed best to the commissioner to continue this work, there remained no other alternative than to acquiesce, even though I felt at the time it was a serious mistake. This year, however, we have taken up the more elementary sciences of geography, physiology, and physical geography, and with a good rudimentary knowledge of these the pupils are now ready to study physics. It remains for the honorable commissioner to equip the school with sufficient apparatus for the work. At present the material equipment consists of a text-book.

Latin was not taught in the high school last year—French being substituted. This year, when we were prepared to teach Latin to that class, it was discovered that some of the pupils who had formerly attended the "instituto" were prepared to read Cæsar, while others in the same class had to begin the study of Latin. If these latter wish to enter the third-year class next September, they must study during the summer and take an examination in Cæsar when school opens.

It can be readily seen that the school has not been as closely graded as it should be, but that is one of the objects held steadily in view and to which we are gradually tending. Then, too, the course of study should be made to suit conditions, and with the idea kept constantly in mind that the majority of the pupils are studying in a foreign language. This is especially true of the grades where there are so few American children. It will be much better for the pupils to be well grounded in a few subjects than to have a scattering knowledge of many. "A little, and that well done," is an excellent motto, in the observance of which no foundation can be laid for desultory habits in after life.

Many pupils who had the opportunity of going to the United States to continue their studies have decided to remain in the high school to finish their course there first. This is as it should be, and is gratifying to the teachers, as well as complimentary.

Again, there are many high school pupils who intend to enter the normal school for the purpose of becoming teachers. In order that such as these may lose no time in making the change from school to school, the courses of study of both schools should be so adjusted that, having finished the first and second years at the high school, they might enter the succeeding year at the normal school. It appears to me of paramount importance to the school to have the training of the children from the very beginning. On very slight consideration of the subject this will appear to be a most reasonable proposition, and yet we are not able to carry this into effect for lack of accommodations. Last year the necessity for a second grade, separate and distinct from the first grade, was urged upon the commissioner, with the result that the first-grade teacher was given an assistant. That helped somewhat, but did not correct the overcrowded school nor the conditions existent in such a state of affairs. Again, in this report I beg to bring to your notice the insistent demands for admittance that we are not able to meet, much to our sorrow. Last September more than a hundred children were refused admittance. It was even pitiful to see the parents struggling for precedence in the waiting line, so eager were they to place their children in a school where they would learn English. At times the line became almost a mob, each parent pleading his own cause in a voice louder than his neighbor and recount-

ing the special reasons why he should be considered next. Even at this date, just before the close of the school year, parents come to have their children enrolled in the classes for which they are fitted, in order that they may be considered members of the school for next year. This condition of affairs, while a gratifying testimonial to our work in San Juan, ought not to exist. The means for at least primary education should be not only adequate, but abundant, and there should be accommodations in the San Juan high and graded school for every child who seeks admission.

This year the pupils developed an esprit du corps never before understood in San Juan. They have been loyal and true to the school, its obligations and its demands, and they have taken their teachers into their confidence as friends and advisers. Such a condition of affairs is due solely to the magnificent work of these noble teachers, who have the success of the San Juan High and Graded School at heart and labor unremittingly to attain it. This and the kindly support of the commissioner of education, who has shown himself interested, not only in practical educational problems, but also in the pupils personally—to all these, commissioner and teachers, I am deeply grateful. I now take occasion to thank them—the latter for their loyalty and cooperation, and the former for the kindness and courtesy so often evidenced during this the most successful year in the educational history of Porto Rico.

Respectfully submitted.

OLIVER B. KERN, *Principal*.

DR. SAMUEL McCUNE LINDSAY,
Commissioner of Education of Porto Rico.

COURSE OF STUDY IN PUBLIC SCHOOLS OF PORTO RICO.

OUTLINE OF EIGHT YEARS' WORK IN EIGHT GRADES.

[Revised October 1, 1902.]

Subjects:

- I. Language: (a) Reading, (b) writing, (c) composition and spelling, (d) memory work. All language work to be given in both Spanish and English.
- II. Number work.
- III. Nature study and elementary science.
- IV. History and biography.
- V. Art.

FIRST GRADE.

I. (a) Words and sentences from blackboard. Sentences from chart and reader, with definite drill in phonetic elements and words. Reading from chart and primer, with frequent changes in text, using at least three different sets of readers. Insisting upon a clear understanding of the thought, which means a comprehension of the meaning of the word and its relations, before the sentence is read. Attention to bodily conditions in reading—pose, voice, etc.—and to pronunciation, articulation, and inflection.

(b) Copying words from blackboard and from slips provided. Here forms, single letters, and letters combined in words insisted upon, following the vertical or medial slant system, using no ink; writing with pencil on paper rather than on slate.

(c) Oral telling of stories by the teacher, to be repeated by the child. Reading of stories to the children, to be repeated by the child orally. Copying words and sentences. Writing of simple words from dictation. Teaching pupils to write their name and to use the simple punctuation marks and capital letters, noting especially the correct orthography of each word, but not teaching spelling as a separate class exercise. Allow the child great freedom in the expression of its own thought.

(d) Memorizing and reciting short, simple literary quotations, at least two lines a day, teaching the entire piece, as a rule. Select the best things from the reading books furnished.

II. Combinations of numbers to 10, using concrete objects; teaching orally. Begin simple fractional elements, as one-half, one-fourth, one-third, etc., putting these simple numeral elements before the child's eye in figures gradually, and complete the number concept in each case with appropriate oral stories, allowing the child himself to form the stories, if possible, and perform the operation in the concrete as the story progresses. Gradually lessen the use of objects, teaching the child early to think of the number independent of the things. Teach simple relative values of pint, quart, inch, yard, penny, dime, etc. Compare various objects as to size, developing concept of surface and content. Give abundant drill and ample illustration.

III. Recognition of common plants, trees, their uses, their relation to man. Recognition of common animals, their uses and relation to man. Recognition of common rocks, their uses and relation to man. Hints as to their distribution. Simple discussion of the parts of the human body, movement, use, care of each. Simple elements of hygiene, as care of teeth, hair, eyes, face. Hygienic conditions in general. Suitable stories and selections illustrative of travel. The habits and haunts of birds, animals, fishes, etc. Descriptions of scenery and such other matters as will lay the foundation for an appreciation of nature. Familiarity with the four cardinal points of the compass and ideas of location.

IV. Selected stories suited to the capacity of the child and to the season, making it subordinate to Group III, including fairy stories and such general bits of historic incident as relate to historic characters.

V. Free-hand drawing work from memory and imagination. Paper folding, rote songs, breathing, and exercises; study of pictures, using results in language, drill in blackboard drawing, and drawing from nature study, using colored crayons, with such additional elements as the teacher of drawing may order.

SECOND GRADE.

I. (a) Readings from several First Readers. Phonetic drill continued. Introduction of Second Reader as early as possible in the year. Abundant reading at sight.

(b) Copying and writing from dictation. Practice upon forms of single letters. Copying from dictation with pen and ink.

(c) Reproduction exercises. Drill on common abbreviations, punctuation, and capitalization. Spelling of words having the same sound and different orthography, or different sound and the same orthography.

(d) Memory work reviewed and continued. Selections from the readers in use.

II. Numbers from 1 to 50, developing multiplication tables and simple elements of partition and division. Application of weights and measures. Simple fractional parts. Considerable oral work and daily exercises in mental arithmetic.

III. Observations of habits of animals. Development of plant from seed to fruit. Growing plants, if possible, in the room. Observe each stage of their development. Useful animal productions, especially parts used for food and clothing. Use of seeds to man. Forms of water. Direction and distance of winds. Judgment of distance. Knowledge of local food and animal products. Continuation of hygienic lessons on the skin, use of the bones, effect of narcotics and stimulants. Lessons on eating, drinking, breathing, sleeping, healthful foods and drinks. Use of the muscles. Kinds and time for exercise. Value of sleep.

IV. Continuation of and completing of reading of stories and fables, keeping in mind the related work in Group III.

V. Continuation of free-hand drawing, with objects, such as trees and animals. Study of pictures for story. Paper folding and paper cutting. Simple elements of definite drawing of lines, straight and curved.

THIRD GRADE.

I. (a) Different portions of several Second Readers. Supplementary Reader. Introduction of Third Reader.

(b) Copying and writing from dictation with ink.
 (c) Frequent composition exercises, with increased attention to form and correctness. Attention to choice of words, forms of words, also to clearness and originality. Discussion of right form of sentence for the expression of thought.

(d) Memory work continued. Entire selections memorized.
 II. Addition and subtraction, with and without objects. Multiplication and division clearly developed. Application of familiar weights and measures. Fractional parts especially emphasized. Original problems submitted and worked. Comparison of objects with respect to mathematical proportions. Measurement of familiar distances and surfaces. Proper application of the same.

III. Discussion of the qualities of objects. Adaptation of animals and plants to their environment. Discussion of changing length of day and night and varying temperature. Life history of familiar plants. Detailed study of some drainage system, developing concepts of valley, hill, slope, watershed, plain, etc. Discussion of erosive action of water, soil formation, water, record map of town, study of neighborhood, fixing points on the compass. Flesh-making and heat-giving foods. Wholesome and unwholesome drink and foods. Simple lessons on digestion and circulation of blood. Care of parts of the body, developing especially the moral value of cleanliness, neatness, tidiness, etc. Introduce elementary notions of the geography of Porto Rico without use of text-book.

IV. Classical myths and stories, Bible stories, building in the mind, steadily, ideals of what life ought to be. Simple elements of civic life. Reason for law, for legal restraints. Duties to one's country; significance of a flag.

V. Rote songs continued, and, if possible, simple musical elements. Illustrative drawing. Harmonious arrangement of colors in paper folding and paper cutting. Beginnings of simple design.

FOURTH GRADE.

I. (a) Complete Third Reader. Extend reading of supplementary matter. Reading of entire books assigned by the teacher.

(b) Specific instructions to pupils who have not learned to form letters well.

(c) Abundant composition and dictation exercises, noting now especially the development of a style which shall be simple, clear, and in harmony with the character of the thought of the child. Reporting in writing the substance of the books read. Engaging in conversation for the purpose of developing a fluent oral style.

(d) Memory work continued.

II. Knowledge of larger quantities, say to 1,000, or perhaps more. Thorough mastery of the fundamental processes. Drill on fractions to twelfths. Teach elements of decimal system, especially as illustrated in the use of United States money. Simple business transactions. Common weights and measures. Areas of simple geometric magnitudes.

III. Study of the development of animal life and of typical plants. Develop the significance of pebbles, sand, and rocks. Effect of heat on water and air. Effect of heat, water, and air on rocks, animals, and plants. Movements of the sun and moon. Some attention to star groups and their recognition. Lessons on natural divisions of land and water. Map interpretation—use globe. Analyses of Porto Rico, then of North America. Special lessons on climate. Point out salient geographical features of the United States. The anatomy of the human body, dwelling especially on the bones and muscles, joints, ligaments, and cartilage. Effects of narcotics and stimulants.

IV. Stories from pioneer life, especially in Porto Rico and the United States. Stories of famous persons, like Marco Polo, Columbus, Washington, John Smith, Raleigh, Ponce de Leon, Lincoln, Franklin, Lafayette, Fulton, Morse, Grant, etc.

V. Sketching from nature or objects. Analyses of leaves and flowers for color. Study of famous paintings for knowledge of color, outline, form, etc. Analyses of mass pictures. Study of tints and shades of one color. Development of floral and other designs. Drawing with the ruler, followed by copying if necessary to fix concept. Subdivision of designs. Rote singing continued, with some attention to the building of musical system and use of notes, rests, accents, etc., remembering always that the language work and the number work, together with the manual dexterity that grows from simple art elements, form the basis and core of any system of instruction, and that the emphasis of early work must always rest upon these fundamental elements, and that all nature study, all history and geography, and all other supplementary matter has value only as they contribute to the intensifying of these fundamental parts of the curriculum; and of these fundamentals first and most important of all is the language work.

FIFTH GRADE.

I. (a) Reading from the Fourth Reader, with special attention to the character of the literature and an interpretation of the thought, making the study both informational and cultural in its character.

(b) Gradually lessen the instruction in writing, but insist that composition and other work done by the pupils shall be their best efforts.

(c) Composition exercises covering the scope of the reading, paying attention to the figures of speech, different forms of sentences, correct punctuation and capitalization, and the right use of words.

(d) Memory work continued.

II. Drill in fractions, including all the fundamental processes and problems in common weights and measures, and simple business forms. Instruction on plane figures. Rules for surface of cube, prism, and square pyramid. Decimal system.

III. Plant analyses continued, emphasizing roots and stems. Study of the form, leaves, and bark of trees. Influence of the sun in producing the seasons, and day and night. Relation of insects to man as useful or injurious. Countries of North America, dwelling especially on mountain ranges and watersheds. Special lessons on soil. Study of the West Indies, Central and South America. Special lessons on climate and productions. The structure, kinds, and uses of the muscles. Study of

the skin, hair, and nails. Effects of bathing and clothing, stimulants and narcotics. Supplementary reading, bearing on natural history, geography, and physiology.

IV. Reading relating to explorations and discoveries in North America and South America. Study of American colonial life and Porto Rican life, touching upon the Indians and the white man's struggle for occupation.

V. Free-hand drawing, simple plant, fruit, and geometric objects. Study of color. Study of famous paintings.

SIXTH GRADE.

I. Continuation of the work in language of the year before, following substantially the same general plan, and finishing the reading of the Fourth Reader.

II. Metric system, percentage in its simplest applications. Simple problems in denominate numbers, computations of solid contents of simple magnitudes. Measurements of surface, business problems.

III. Study of vegetation in Porto Rico, dispersion of seeds. Effect of heat and gravity on water and air. Study of bird life and its dispersion. Simple laws of heat. Review the United States and Porto Rico geographically. Study the British Isles, Germany, France, and Spain. Lessons on Cuba, the Philippine Islands, on winds and ocean currents. The structure of the muscles and skin. The growth, waste, and renewal of the body. Simple laws of digestion, circulation of the blood, and the relation of the blood to health. Effect of alcohol in the digestion and the circulation. Suitable supplementary reading in harmony with the work of the year.

IV. In United States history, the period of colonization and of the Revolutionary war. Stories in connection with the history of Great Britain, Germany, France, Spain, Cuba, the Philippines, and other countries important to the pupils.

V. Drawing of plants and common objects. Analyses of leaves and flowers for color scheme. Study of famous paintings, using the results as language and history material. Accurate drawings of simple rectangular objects and the applications in appropriate material.

SEVENTH GRADE.

I. The formal study of the sentence, parts of speech, phrases, clauses, analyses of sentences, and special attention to English conversation.

II. Applications of percentage to insurance, interest, commission, taxes, etc. Business transactions and accounts. Thorough study of inclosed and solid contents of cylinder, pyramid, and cone.

III. Study of grasses and grains. Typical marine animals. Some plant family, as the rose. General review of North America. Study of Asia and Africa, noting especially colonies and dependencies, with special lessons upon productions and government. Study of coal, its distribution and uses. The composition and purity of air, organs of respiration, including ventilation, disinfectants, exercise, and clothing, vocal organs and their functions, effects of stimulants and narcotics.

IV. Special attention to United States history from 1783 to the civil war, dwelling especially upon the personalities of the characters rather than the administrative problems. Reading from early history of England. Study of the local government officials, by whom chosen, duties, etc. Study of insular government. Study government and United States Government to fix simple civic processes clearly in the mind.

V. Drawing continued in harmony with the work of the year before. Music and calisthenics.

EIGHTH GRADE.

I. Study of literature: The reading of pedagogical selections and general survey of the field of English and Spanish literary development, dwelling especially upon the authors that have touched the life of Porto Rico. Study of the English language continued, including remaining parts of speech. Rules of syntax; analysis of sentences; special attention to English conversation.

II. Drill on definitions, rules, and formulas in arithmetic. Problems and theories relating to angles and lines. Simple accounts; special attention to business forms.

III. Study of poisonous plants and trees. Elementary lessons on light, sun, and electricity. Comparative study of climate, winds, and state of society. The nervous system. Organs of the special senses. Effects of narcotics and stimulants upon the nerves. Appropriate reading relating to the above topics.

IV. Study of recent United States history, beginning with the civil war and studying current events. History of Porto Rico to the present time. Reading of English history of the eighteenth and nineteenth centuries. Principles of State government;

special attention to the Constitution of the United States. Object of laws and duties of citizens and of officials. Rights and duties of nations, war and arbitration.

V. Drawing in any medium of common objects. Analyses of beautifully colored nature objects for color scheme. Study of buildings and their influence. Simple perspective. Study of historic ornament and complementary groups of colors. Continuation of industrial drawing and processes. Drill in music and calisthenics.

It is understood that this is a mere outline to be followed in the main. That in the primary school, the first year, at least, 40 per cent of the entire time should be devoted to Group I, 25 per cent to Group V, 12 per cent to Group II and to Group III, and the remainder of the time to Group IV. Continuing in this way until the third year, gradually lessen the time to Group I and Group V, increasing the time in Groups II, III, and IV, in the order named, and in the fifth year giving 35 per cent of the time to Group I, 20 per cent to Group V, 15 per cent to Group II, 20 per cent to Group III, and the remainder of the time to Group IV. Carrying this general relation throughout the sixth, seventh, and eighth years, never sacrificing the language work to any other feature of the course. It is understood, further, that in the rural schools the less essential parts of the course may be omitted; but in the graded schools, so far as possible, the entire course of study should be undertaken with such modifications and omissions as may be made absolutely necessary by local conditions, and which shall be made only by the advice and consent of the supervisor of the district and the principal of the school. Do not allow pupils to enter a higher grade than the one in which they can do the work satisfactorily. It is always easy to promote a child, but always difficult to reduce his grade; it is better to put them in the next lower grade than in the one next higher. It is not so much a question of what grade a pupil is in as it is a question as to what kind of work the pupil does in the grade. The teacher should under all circumstances equip herself in all the different groups of studies here provided for. It is further recommended, and even urged, that in each school there shall be collected a cabinet of appropriate objects for the proper presentation of these lessons. These objects may be gathered by the children and teacher in the neighborhood, or purchased by the board of education, or made by the children themselves under the direction of the teacher. It is a poor school that does not, through its own resources, provide at least some equipment to do object teaching. The real test of good teaching is to be found in the power of the child to think clearly and to express his thoughts in language, both oral and written, and no lesson should be considered well taught until the child has acquired the ability to give an intelligent report of his knowledge of that lesson. Remember that it takes time to develop mental power, and that very moderate progress with work well done is better than haste attended by superficial knowledge.

Beyond all courses of study, and more important than any part or parts of the same, is the power and life of a noble teacher, impressing upon the children from day to day the simple lessons of Christian manliness and womanliness, earnest devotion to country and home, and that series of civic, social, and moral virtues which in the aggregate make up a noble character. The end of all true teaching is right living.

COURSE OF STUDY FOR HIGH SCHOOL GRADES.

NINTH GRADE.

I. Literature: The reading of the Standard Fifth Reader and supplemental works on English literature. English grammar, including etymology and syntax, especially the oral analysis of sentences rather than any system of diagrams. Review of Spanish grammar and syntax. Begin Latin. (Fifteen periods a week.)

II. Mathematics: A thorough drill in arithmetic, including especially percentage and its applications, to be followed with problems growing out of all the subjects covered during the seventh and eighth grades. Algebra: Beginning with the subject and extending through the fundamental processes, factoring, and simple equations. Applications of arithmetic to business accounts. (Ten periods a week.)

III. Complete political geography, with special attention to the far East, Russia, and South Africa, and include physical and commercial geography. (Five periods a week.)

IV. Greek and Roman history: The general study of history, special stress to be laid upon the laws and duties of citizens and officials of nations, together with the bearing of ancient history upon modern times. (Three periods a week.)

V. Drawing from object. Study of historic drawing. Simple architectural drawing. Drill in music and calisthenics. (Four periods a week.)

TENTH GRADE.

- I. English classics. Latin, Caesar. Spanish composition and rhetoric. (Fifteen periods a week.)
- II. Algebra (continued). Plane geometry. (Ten periods a week.)
- III. Physics. (Five periods a week.)
- IV. United States civil government: Special attention to Constitution of the United States and organic act of Porto Rico. (Three periods a week.)
- V. Drawing, music, and calisthenics. (Four periods a week.)

ELEVENTH GRADE.

- I. English classics. Latin, Virgil. Spanish literature or begin French. (Fifteen periods a week.)
- II. Geometry: Review plane and begin solid. (Five periods a week.)
- III. Physics. Chemistry. (Ten periods a week.)
- IV. Mediæval and modern European history. (Three periods a week.)
- V. Mechanical drawing, music, calisthenics. (Four periods a week.)

TWELFTH GRADE.

- I. (a) English literature and composition. (b) Latin, Cicero. (c) Spanish, French, German, or Greek. (Fifteen periods a week.)
- II. Solid geometry. Review arithmetic and algebra. (Ten periods a week.)
- III. Chemistry. Biology. (Five periods a week.)
- IV. United States and English constitutional history. (Five periods a week.)



CHAPTER XXXII.

REPORT ON EDUCATION IN ALASKA.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, D. C., June 30, 1902.

SIR: I have the honor to submit my seventeenth annual report as United States general agent of education in Alaska for the fiscal year ending June 30, 1902.

During the year, outside of incorporated towns, there have been maintained 27 public schools with 33 teachers and an enrollment of 1,741 pupils.

The schools are distributed as follows:

ARCTIC AND SUBARCTIC ALASKA.

Point Barrow.—Mr. and Mrs. S. R. Spriggs, teachers; enrollment, 80; population, Eskimo.

Mr. Spriggs reports that the year has been one of continued interest on the part of both pupils and parents; that during blizzards many parents showed their interest by bringing their young children to school in the morning and coming for them at the day's close. Some of the pupils are reading in the second reader, and in arithmetic have progressed as far as fractions. The school building, 15 by 30 feet in size, has been found entirely inadequate for the number in attendance and has been the chief drawback to the progress of the year.

Cape Prince of Wales.—Mrs. S. Bernardi and Mr. Orville J. Rognon, teachers; enrollment, 145; population, Eskimo.

To Mrs. Bernardi the change from a well-graded school in the States to an ungraded school among the Eskimos in subarctic Alaska was an experience both unique and interesting. We give her own statement of the impressions made upon her at the beginning:

The very first impression was a disagreeable odor from various water-soaked seal-skin boots; deerskin clothing, worn for years, probably next the skin; a sickening smell of putrid meat recently devoured by hungry children. My next impression was the great diversity of ages, ranging from 5 years to 50, and, third, the seeming impossibility of remembering half a hundred Eskimo names enrolled, such as Eluk-suk, Keuk, Anakartuk, Tungwenuk, and so on to the end of the list. The pupils came into and out of the schoolroom just as often as their fancy dictated, playing on the beach or on top of the schoolhouse until they grew cold or lonesome, when they came in for a little while. The old men used the stove for a loafing place, like the typical corner grocery store in a country village, while the women abandoned their babies to the mercy of the woman teacher while they quietly took a nap. One can expect as ready answers from a row of little rabbits as from some of the smaller pupils. They seldom speak except in class recitation. Should you call one by name, their big, black eyes look at you as if they expected you to devour them. I found many children who could read fluently from Fourth Reader, but could not understand what they were reading about. And so it was in mathematics. A few could do very long division but could not apply the fundamental principles of mathematics even in

so small a sum as, "If an egg and a half cost a cent and a half, how much will three eggs cost?" They are a fine, brave people, full of life and energy, although this energy is suppressed, as also their emotions. The children are not lacking in intelligence, but their development has been on totally different lines from the average boy. Their observation is keen, they imitate readily, and are quick to see the point if spoken to in their own language.

Gambell, St. Lawrence Island.—Dr. E. O. Campbell, teacher; enrollment, 82; population, Eskimo.

As there was no influence exerted at the homes of the pupils to secure attendance at school, Dr. Campbell, like many other Alaska teachers, sought to make the school so attractive that the children could not keep away. One little boy, Kaepoongu, was neither absent nor tardy for the entire year.

The sessions usually ran from 9 or 9.30 to 12.30, and from 1 or 1.30 to 4; then from 4.30 we had a class of men who were out hunting during the morning. The boys of the third and fourth grades greatly enjoyed turning their backs to the blackboard while I set down a short column of figures; then, at the command "Turn," quickly facing the board and adding them up.

For practice in English grammar and composition the fourth, fifth, and sixth grades kept a journal, the material being first written on their slates, then brought into class, read, corrected, and written on the blackboard, from which it was copied into the journal. They have taken great pride in these journals and decorated the covers with colored pictures of life on St. Lawrence Island. The year passed very quickly in the enjoyment of teaching these degraded Eskimos.

Teller reindeer station.—T. L. Brevig, teacher; enrollment, 19; population, Eskimo.

The school was kept irregularly from September 1 to November 1, and regularly from November 1 until the following June. Besides the usual studies, lessons were given to the larger boys in drawing, carving, and handling of tools. This school is made up almost entirely of Eskimo children left orphans by the epidemic of 1900, who were gathered in and cared for by Mr. Brevig and wife.

Teller City.—L. M. Scroggs, teacher; enrollment, 16; population, largely white, with a few Eskimos.

The course of instruction included reading, writing, spelling, geography, and United States history. This was supplemented by general exercises. As the playground consisted of ice hummocks and snowdrifts, there was small temptation to truancy, and the attendance was regular.

Golofnin.—Miss Amanda Johnson, teacher; enrollment, 35; population, Eskimo.

This school also is the fruit of the epidemic of 1900, the children largely being orphans, cared for by the Swedish Evangelical Union Mission in the vicinity. The children are willing and studious and give much promise for the future.

SOUTHWESTERN ALASKA.

Carmel.—Mrs. E. H. Rock, teacher; enrollment, 29; population, Eskimo.

Conditions here are very unfavorable to school attendance. Other teachers who are similarly situated have like difficulties. A few orphan children who are under the care of the mission can be relied upon to attend school regularly and receive a fair common school education. White fathers who live near the mission will send their creole children regularly until they are from 8 to 12 years old, when they send them to the States in care of friends, or to an orphanage, if they can afford that, to grow up in a more civilized community. White fathers who live some distance away have tried to send their children to the mission as boarders, but the native mothers generally succeed in getting them away in a year or less. Now they have about given up that plan, and simply send their children to the States a little younger. The children of our native members come irregularly, as they are accustomed to do as they feel, without any restriction whatever. When the novelty or attraction of the schoolroom has worn off, if they prefer to stay away and play they simply do so, and that is the end of it. Children of the Russians seldom come at all.

Unalaska.—Mrs. Clara Gwin and Miss Anna Mann, teachers; enrollment, 84; population, white—Aleut and creole.

A large majority of the pupils are inmates of the Jesse Lee Home (Methodist mission) and the boarding school of the Græco-Russian mission. The boys from the Russian mission attend the Government school only in the afternoon, having attended their own school in the morning, thus learning Russian in the morning and English in the afternoon. On all church holidays, which are many, the pupils from the Russian school remain out to attend services, in some cases the absence being half a day, but frequently the entire day. The interest in their school work is good, and in reading, writing, drawing, spelling, history, physiology, geography, and grammar we have much to encourage us, but in arithmetic we find more difficulty, and only by continued drill and patience can we hope to gain the desired results. Very great interest has been manifested in the needle class, which is held one hour every Friday, where not only plain sewing is taught, but also simple embroidery, drawn work, and point lace. During the sewing hour of the girls the boys are given rudimentary work in mechanical drawing, in which they display a great deal of enthusiasm.

Belkofski.—F. A. Golder, teacher; enrollment, 49; population, Aleut and creole.

This is one of the very few summer schools intended to teach English during the summer as a supplement to the work of the Russian parochial school in the winter. The population is rapidly dying off through drink and immorality, and there is very little encouragement for the future.

Unga.—F. A. Golder, teacher; enrollment, 25; population, Aleut and Creole.

Of the 11 pupils that dropped out of school at the close of the previous session, three are young ladies at their own homes helping their mothers in housework; one of the boys is in a machine shop learning the trade of a machinist; another is a clerk in one of the stores of the Alaska Commercial Company; still another is at the Carlisle Indian School, and the remaining five are at Douglas City, Alaska, attending the public schools at that place and are the leaders of their respective classes.

Afognak.—Mrs. Charles W. Pajoman, teacher; enrollment, 39; population, Aleut and Creole.

There are no pupils in this school over 15 years of age, as the girls think themselves at that time too old to attend school and usually get married, while the boys are old enough to go out to work and earn their own living. I have an arrangement with the priest of the Greek Church that the public school shall begin at 8.30 a. m. and close at 3.30 p. m., after which time the children go to the priest for a drill in their church doctrine and catechism.

Kadiak.—Mr. and Mrs. Charles E. Bunnell, teachers; enrollment, 60; population, whites and Creoles.

Professor Bunnell, commenting on the environment of the school, writes:

The Aleut type will soon be a thing of the past, as is evidenced by the fact that during the year only four full-blood Aleuts were enrolled in the public school. The school population is Russian and Creole. The Russian language is the language of the people. English becomes a school language for the people. Our efforts to have them make English something more than the language of their school life are rendered practically futile since they receive but little outside encouragement. Religiously, commercially, and in private life the people are Russian. The average age of the children in attendance is very young. Eighteen attended school this year for the first time and only three over 15 years of age are enrolled. The children who have the least encouragement outside of school make excellent progress.

Wood Island.—A. N. Evans, teacher; enrollment, 43; population, Aleuts and Creoles.

The pupils of this school are largely composed of the orphans that have been gathered in the Baptist orphanage, and being under direct control are not only regular in their attendance but on account of that regularity are making fine progress in their studies.

Kenai.—A. N. Evans, teacher; attendance, 26; population, largely Creole.

This is a second of the summer schools held along the southern coast of Alaska. Frequent applications have been made for a permanent Government school at this point, but the ground seems to be so occupied by the parochial school of the Græco-Russian Church, and the funds at the disposal of the Government are so limited that it scarcely seemed worth while to establish a second school at this place. The summer school is an experiment for teaching English.

SOUTHEAST ALASKA.

Haines.—The Misses May and Genevieve Mackintosh, teachers; enrollment, 43; population, Thlinget. No report.

Hoonah.—Mrs. John W. McFarland, teacher; enrollment, 109; population, Thlinget.

Douglas.—Mr. V. L. Holt and Miss Kate Spiers, teachers; enrollment, 125; population, white.

By the middle of November, the schoolhouse becoming too small for the attendance, the Methodist Church was rented and fitted up as a schoolroom for the advanced department. The attendance was much interrupted during the year by sickness among the pupils. On the 1st of April the city became incorporated and the school passed from under the control of the United States Bureau of Education.

Sitka No. 1.—Miss Gertrude H. Spiers, teacher; enrollment, 53; population, whites.

Miss Spiers reports the helpful cooperation of the parents of the pupils in the work of the school; that about 20 per cent of the pupils have made a perfect record in attendance. In addition to the usual studies during the first six months of the year three hours per week were devoted to composition writing, and during the closing three months of the year special attention was given to literature. During the months of January and February the girls of the two higher grades attended twice a week a cooking-school class which was organized for them by Miss Hilton, teacher of domestic science at the Sitka Training School. Through the kindness of Captain Pendleton, of the Marine Corps at Sitka, a cadet corps was organized for the boys of the public school under the direction of Lieutenant Mather. They met for drill one-half hour on Mondays and Fridays during April and May. One of the special features of this school is a semiannual agricultural and industrial fair held in September and May under the direction of Miss Patten. Almost all the children prepared something for exhibition and the displays on each occasion were very creditable. The children take great interest during the summer, especially in raising flowers and garden vegetables for exhibition at the fair in the fall.

Sitka No. 2.—Mrs. M. A. Saxman, teacher; enrollment, 86; population, Thlinget.

As in other native schools, the chief drawback to progress is irregularity of attendance, the children accompanying their parents when they go off on sealing, fishing, or hunting expeditions during the year. Those that attend with fair regularity have made gratifying progress in their studies.

Sitka Industrial School.—Enrollment, 121; population, Thlinget.

The pupils attending the industrial school are those that are inmates of the Presbyterian Mission Home; and as they are required to be regularly in school certain hours of the day, and in the workshops certain other hours of the day, the average attendance and total enrollment are practically the same. It is in such schools as this that the best results are attained.

Mrs. E. C. Heizer, teacher of the advanced pupils, makes a specialty of preparing her pupils who are so soon to go out and care for themselves in practical work, and as far as possible they receive a constant drill in various things that will assist them when they become their own masters. One native young man of the previous year is keeping a small store which he started with a stock of goods worth about \$400. Another native, who was only mediocre in his studies, has recently written her that

since he left school he has sold 85 cords of wood at \$3 each, and that now he is working in a sawmill at \$75 a month. One of the girls reports that she has been teaching the past year, and good reports come from her school.

Miss Olga Hilton, in charge of the domestic science department, reports the year as an unusually busy one. A large class was reopened in September and continued work until the 1st of June. In addition to the classes held at the industrial school, as before noted, a special class in cooking was arranged for the public school No. 1, which was very successful.

Mr. George J. Beck, in charge of the carpentering department, reports the usual progress made in the shop. The carpenter shop has always been a popular one among the young men, and a number who in former years passed through the shop are now good mechanics earning good wages at their trade.

Kaak.—Mrs. Anna R. Moon, teacher; enrollment, 50; population, Thlinget.

Wrangell School No. 1.—Miss Minnie Robertson, teacher; enrollment, 45; population, Thlinget.

Wrangell School No. 2.—W. G. Beattie, teacher; enrollment, 44; population, white.

The schools at Wrangell have suffered serious inconvenience from the want of suitable schoolrooms. The Government commenced steps toward the erection of new buildings, but found that the amount of funds at its disposal would not permit it; consequently the schools have had to get along the best they could with temporary repairs.

Gravina.—Miss Bertha Hunt, teacher, from September 1, 1901, to March 31, 1902; Mrs. M. V. Collins, from April 15 to May 31, 1902; enrollment, 28; population, Simpsheans.

Saxman.—Edward Marsden, teacher; enrollment, 37; population, Thlinget.

Jackson.—Miss Nellie Green, teacher; enrollment, 64; population, Hydah.

The year has shown greater regularity in attendance than previous seasons, although the total enrollment was not so great. In the spring, when the larger portion of the older pupils left the school for work, the younger ones that remained were compelled to speak English. At first any question was met with an ominous silence or a Hydah word or two, but as the older pupils were not present to interpret and the question was often repeated, the answer would finally come. On the playground the children, especially the Creoles, use the English nearly as much as the Hydah language. Throughout the year the older pupils, when returning from hunting or fishing, would call at the schoolhouse and tell in fairly good English of the success or failure of their trips.

Public schools in Alaska—Enrollment and attendance of pupils during 1901-2.

Schools.	1901.								1902.	
	September.		October.		November.		December.		January.	
	Total.	Average.	Total.	Average.	Total.	Average.	Total.	Average.	Total.	Average.
<i>Southeast Alaska.</i>										
Haines (native).....	33	16	43	11	48	16	40	20	30	16
Hoonah (native).....	23	4	30	6	22	12	56	22	.....	.....
Sitka:										
No. 1 (white).....	45	41	49	40	48	39	48	40	47	36
No. 2 (native).....	65	15	71	22	73	24	86	34	64	20
Industrial.....	113	88	116	73	119	89	121	87	111	85
Douglas (white).....	79	72	89	71	92	70	93	78	96	87
Kake (native).....	.....	.....	.....	.....	20	14	47	36	81	41
Wrangell:										
No. 1 (white).....	29	27	32	28	36	26	32	26	38	30
No. 2 (native).....	45	20	52	28	40	26	40	26	37	23
Gravina (native).....	16	11	17	11	20	13	20	14	28	10
Saxman (native).....	15	15	19	14	31	21	37	23	37	20
Jackson (native).....	24	11	32	18	39	35	45	40	44	37
<i>Western Alaska.</i>										
Kadiak (white and native).....	51	83	60	42	54	41	56	42	52	37
Wood Island (native).....	42	37	49	35	48	39	43	35	43	23
Afognak (native).....	27	19	32	16	25	15	27	13	25	12
Unga (white and native).....	24	21	25	22	23	20	23	20	22	19
Unalaska (white and native).....	52	42	56	46	53	41	54	38	48	37
Carmel (native).....	25	21	33	25	30	22	28	22	28	23
Koserefsky (native).....	74	73	78	76	80	79	82	82	86	86
<i>Arctic Alaska.</i>										
Teller (white).....	8	6	12	7	12	10	12	9	12	11
Teller Reindeer Station (native).....	.....	.....	.....	.....	19	19	19	19	19	12
St. Lawrence Island (native).....	54	27	63	38	66	41	60	38	57	34
Cape Prince of Wales (native).....	.....	.....	106	55	115	100	121	64	136	32
Kotzebue (native).....	.....	.....	37	21	31	20	39	22	32	18
Point Barrow (native).....	48	35	46	37	48	42	57	51	56	50
1902.										
Schools.	February.		March.		April.		May.		June.	
	Total.	Average.	Total.	Average.	Total.	Average.	Total.	Average.	Total.	Average.
<i>Southeast Alaska.</i>										
Haines (native).....	33	15	20	12	20	10	18	8	.....	.....
Hoonah (native).....	109	51	82	25	62	15	21	6	.....	.....
Sitka:										
No. 1 (white).....	56	42	53	38	.....	.....	55	48	16	12
No. 2 (native).....	59	15	57	11	.....	.....	.....	.....	.....	.....
Industrial.....	114	68	100	93	104	94	50	43	.....	.....
Douglas (white).....	101	89	49	27	50	43	50	43	.....	.....
Kake (native).....	50	24	7	5	.....	.....	.....	.....	.....	.....
Wrangell:										
No. 1 (white).....	39	31	39	22	24	17	.....	.....	.....	.....
No. 2 (native).....	31	18	35	29	32	22	.....	.....	.....	.....
Gravina (native).....	28	10	20	12	6	14	26	15	.....	.....
Saxman (native).....	25	14	17	14	18	13	17	15	.....	.....
Jackson (native).....	28	18	23	11	14	9	20	7	.....	.....
<i>Western Alaska.</i>										
Kadiak (white and native).....	52	41	51	38	51	33	46	31	.....	.....
Wood Island (native).....	43	37	43	37	39	28	16	12	.....	.....
Afognak (native).....	22	15	17	7	39	10	16	12	.....	.....
Kenai (native).....	.....	.....	.....	.....	.....	.....	.....	.....	a 26	22
Unga (white and native).....	19	18	18	16	19	18	19	18	.....	.....
Belkofski (native).....	.....	.....	.....	.....	.....	.....	.....	.....	a 49	44
Unalaska (white and native).....	62	42	51	48	74	48	65	49	.....	.....
Carmel (native).....	29	23	29	19	23	18	20	17	.....	.....
Koserefsky (native).....	85	85	86	86	84	84	84	84	.....	.....
<i>Arctic Alaska.</i>										
Teller (white).....	12	10	12	10	10	9	11	9	.....	.....
Teller Reindeer Station (native).....	.....	.....	19	20	19	20	20	20	.....	.....
St. Lawrence Island (native).....	55	39	69	44	68	50	.....	.....	.....	.....
Cape Prince of Wales (native).....	136	32	139	25	139	28	145	26	.....	.....
Kotzebue (native).....	42	19	36	25	25	13	.....	.....	.....	.....
Point Barrow (native).....	56	44	54	43	56	38	30	20	.....	.....

a Summer schools.

The following table shows the history of Congressional appropriations for education in Alaska:

First grant to establish schools, 1884.....	\$25,000.00
Annual grants, school year—	
1886-87.....	15,000.00
1887-88.....	25,000.00
1888-89.....	40,000.00
1889-90.....	50,000.00
1890-91.....	50,000.00
1891-92.....	50,000.00
1892-93.....	40,000.00
1893-94.....	30,000.00
1894-95.....	30,000.00
1895-96.....	30,000.00
1896-97.....	30,000.00
1897-98.....	30,000.00
1898-99.....	30,000.00
1899-1900.....	30,000.00
1900-1901.....	30,000.00

Expenditure for education outside of incorporated towns, Alaska, 1901-2.

For one-half of license fees received from outside of incorporated towns in Alaska, March 3, 1901, to June 30, 1902.....	<u>\$35,882.41</u>
Salaries of 4 officials.....	5,066.12
Salaries of 33 teachers.....	17,192.54
Supplies for 27 schools.....	2,420.64
Fuel and lighting and janitor work.....	995.40
Repairs.....	204.53
Rent.....	369.85
Traveling expenses.....	201.40
Freight.....	27.24
Balance for outstanding liabilities.....	9,404.69
Total.....	<u>35,882.41</u>

Personnel.

Name.	Office.	State.
Sheldon Jackson.....	General agent of education in Alaska.....	Alaska.
William Hamilton.....	Assistant agent.....	Pennsylvania.
William A. Kelly.....	Superintendent for southeastern Alaska.....	Do.

TEACHERS IN PUBLIC SCHOOLS, 1901-2.

Teacher.	School.	Appointed from—
Mrs. Clara Gwin.....	Unalaska.....	Washington.
Miss Ann Mann.....	do.....	Oregon.
Frank A. Golder.....	Unga.....	Pennsylvania.
Charles E. Bunnell.....	Kadiak.....	Do.
Mrs. Charles E. Bunnell.....	do.....	Do.
A. N. Evans.....	Wood Island, Kadiak.....	Do.
Mrs. C. W. Pajoman.....	Afognak, Kadiak.....	Alaska.
Miss Gertrude H. Spiers.....	Sitka, No. 1.....	Kansas.
Mrs. M. A. Saxman.....	Sitka, No. 2.....	Pennsylvania.
Miss Kate Spiers.....	Douglas.....	Kansas.

TEACHERS IN PUBLIC SCHOOLS, 1901-2—Continued.

Teacher.	School.	Appointed from—
Victor L. Holt.....	Douglas.....	Oregon.
Miss May Mackintosh.....	Haines.....	Alaska.
Mrs. J. W. McFarland.....	Hoonah.....	West Virginia.
Miss Nellie Green.....	Jackson.....	Kansas.
Edward Marsden.....	Saxman, Ketchikan.....	Alaska.
Miss Bertha Hunt.....	Gravina, Ketchikan.....	Do.
Mrs. Anna R. Moon.....	Kake, Fort Wrangell.....	Indiana.
Miss Minnie Robertson.....	Fort Wrangell, No. 1.....	Alaska.
W. G. Beattie.....	Fort Wrangell, No. 2.....	Oregon.
Mrs. Susie Bernardi.....	Cape Prince of Wales.....	Alabama.
Luther M. Scroggs.....	Teller.....	Missouri.
Mrs. E. H. Rock.....	Carmel.....	
Raphael Crimont.....	Koserefsky.....	
Mary Stephen.....	do.....	
Geo. J. Beck.....	Sitka Industrial School.....	New York.
Mrs. E. C. Heizer.....	do.....	Iowa.
Miss Lizzie Kadashan.....	do.....	Alaska.
Miss Olga Hilton.....	do.....	Do.

The local school committees as at present constituted are as follows:

Sitka: John G. Brady, governor, and Edward D. Groff, appointed January 15, 1891; Rev. Anthony Dashkevich, appointed May 14, 1900.

Wrangell: Thomas Wilson, appointed March 29, 1892; Rev. H. P. Corser, E. P. Lynch, T. G. Wilson, appointed February 20, 1900; William H. Lewis (native Alaskan), appointed May 14, 1900.

Unga: C. M. Dederick, appointed September 22, 1894; George Leavitt and F. C. Driffield, appointed January 23, 1901.

Saxman: James W. Young, W. L. Bunard, Rev. Edward Marsden (native Alaskan), appointed April 9, 1900.

Gravina: Mark Hamilton, Roderick Murchison, Benjamin Dundas, Alfred B. Atkinson, appointed April 9, 1900, all of whom are native Alaskans.

Jackson: Rev. D. R. Montgomery, M. Kalkeet, Luke Frank.

Kasaan: L. A. Babcock, W. L. Bunard, Walter Frank.

Kadiak: A. C. Goss, H. P. Cope.

Afognak: Alexander Friedolin, Emil Christensen, Theodore Gregoroff.

The following list contains the names of former members of local school committees in Alaska:

Sitka: Hon. James Sheakley, N. K. Peckinpugh, Dr. C. D. Rodgers.

Juneau: Karl Koehler, Rev. Eugene S. Willard.

Douglas: G. E. Shotter, S. R. Moon, Robert Duncan, jr., Albert Anderson, A. J. Campbell.

Wrangell: W. G. Thomas, William Millmore, Allan Mackay, Rufus Sylvester, Finis Cagle.

Jackson: James W. Young, W. D. McLeod, G. Loomis Gould.

Metlakahla: William Duncan, Dr. W. Bluett, D. J. Leask.

Unga: N. Guttridge, John Caton, Edw. Cashel.

Unalaska: N. S. Resoff, N. B. Anthony, L. R. Woodward.

Skagway: Thomas Whitten, E. L. Niskern, Walter Church, F. R. Burnham.

Juneau: John G. Heide, B. M. Behrends, J. B. Denny, Rev. John B. René.

Nome: Walter Church, D. J. Elliott, John Brynteson, Dr. S. J. Call, D. W. McKay, S. A. Keller, E. S. Ingraham, J. V. Logan.

The members of these committees have been of good service to the Bureau of Education, both as correspondents and by acting as auditors, countersigning the bills sent in for various local expenses of these schools, inspecting repairs, and giving advice as to measures for the greater efficiency of the schools.

For the southeastern section of Alaska a local superintendent was appointed as

early as 1890 and has been in service ever since. The present local superintendent is William A. Kelly, of the Sitka Industrial School. His duties are to visit the schools, report on their condition, and examine candidates for the position of teacher.

On the 1st of April, 1902, the town of Douglas was incorporated and the schools of the village passed under the control of the local board of education. Besides those of Douglas, public schools have been maintained under the direction of local boards of education in the incorporated towns of Nome, Eagle, Valdez, Skagway, Juneau, Douglas, and Ketchikan.

The town of Nome (incorporated) received for school purposes \$42,733.26, while only \$35,902.41 was received for the 27 public schools outside of incorporated towns. The other incorporated towns also received much larger sums than the schools of corresponding character under control of this office. With these larger sums of money at their disposal they have been able to erect larger and more comfortable buildings, employ a larger number of teachers in proportion to the number of pupils, and pay them better salaries.

Complaints have been received at this office that the school boards at Juneau and Ketchikan (incorporated towns) have refused to receive native children of Indian or Eskimo descent into existing schools or to open schools for them. The school board at Nome also neglected during the past year to make provision for the Eskimo children within their limits, although they had a school fund larger than they needed, \$7,962 of the same being turned back into the city treasury and used for other municipal purposes.

"An act making further provision for a civil government for Alaska, and for other purposes," approved June 6, 1900, section 460, chapter 44, part 2 (31 Stat. L., 330), provides a tax on business and trade in the form of a license. In section 203, chapter 21, part 5, of said act, provision is made whereby 50 per cent of said license money collected in incorporated towns shall be turned over to the treasury of said towns for school purposes.

By an amendment to the above section 203, approved March 3, 1901, it was provided that "Fifty per cent of all license moneys that may hereafter be paid for business carried on outside incorporated towns in the district of Alaska shall be set aside to be expended, within the discretion and under the direction of the Secretary of the Interior, for school purposes outside incorporated towns in said district."

In the application of this law the United States district courts of Alaska have taken "court expenses" from the license fund ^a received from outside of incorporated towns.

In the requirements of a new country where courts are to be established at heavy expense, witnesses and jurors brought from long distances and kept under salary for long times, and jails erected, "court expenses" will greatly decrease the fund that Congress intended for the schools, and it is possible that years may come in which the schools will be crippled by the large amount consumed by "court expenses."

The experience of the first year under this law has fully justified the fears of the friends of the Alaska schools.

Of the \$114,375.34 of license fees collected from outside of incorporated towns in

^a See reports by W. J. Hills and A. R. Heilig, clerks of the United States district court for the district of Alaska, divisions 1 and 2, in the Report of the Governor of the District of Alaska to the Secretary of the Interior, 1901, pages 79 and 80.

United States Statutes at Large, volume 31, page 324, section 7, provides:

Each clerk in his division of the district shall perform the duties required or authorized by law to be performed by clerks of the United States courts in other districts * * * He shall also receive all moneys collected from licenses, fines, forfeitures, or any other cases except from violations of the customs laws, and shall apply the same to the incidental expenses of the proper division of the district court and the allowance thereof as directed by the judge, and shall account for the same in detail and for any balances on account thereof to and under the direction of the secretary of the Treasury.

Alaska \$90,299.25 was consumed in court expenses, leaving only \$24,076.09 for schools.^a

The statistics by judicial divisions are as follows:

Division I (Juneau and southeast Alaska):	
Court expenses	\$21,734.34
For public schools.....	21,471.33
Division II (Nome and western Alaska):	
Court expenses	57,564.41
For public schools.....	Nothing.
Division III (Valdez and Central Alaska):	
Court expenses	11,000.00
For public schools.....	2,604.71

Under the provision of the license law there has been received from March 3, 1901, to June 30, 1902, for education in Alaska, outside of incorporated towns—

1901:

October 29. Treasury warrant

\$1,327.58

1902:

January 27. Treasury warrant

9,083.50

April 19. Treasury warrant

9,471.33

June 13. Treasury warrant

16,000.00

Total

35,882.41

CHARACTER OF THE NATIVE CHILDREN OF ALASKA.

In the United States Indian Training School at Carlisle, Pa., are 50 children from Alaska. Among the 50 are representatives of the Eskimo, Indian, Thlinget, and Aleut families. They are associated at that school with 1,000 children representing 72 different tribes of North-American Indians. The grading of the Alaskan children in industry, health, conduct, and scholarship is found in the following tables, and is the best illustration of the character of the aboriginal population of Alaska. These tables were furnished by Col. R. H. Pratt, U. S. Army, superintendent of the school.

^a Since the preparation of this report the Fifty-seventh Congress, second session, has amended the law to read as follows: *Provided*, That fifty per centum of all license moneys provided for by said act of Congress approved March third, eighteen hundred and ninety-nine, and any amendments made thereto, that may hereafter be paid for business carried on outside incorporated towns in the district of Alaska, shall be covered into the Treasury of the United States, and set aside to be expended, so far as may be deemed necessary by the Secretary of the Interior, within his discretion and under his direction, for school purposes outside incorporated towns in said district of Alaska.

Approved March 2, 1903.

Statement of attendance of Alaskan children at Carlisle Indian School, 1902.

No.	Name of student.	Year born.	Sex.	Date centered at Carlisle School.	Months in school before coming to Carlisle.	In what grade.		In what trade or other industry instructed during quarter.	Scholarship.	Industry.	Health.	Conduct.
						On entering Carlisle.	At date of this report.					
1	Charles Scott	1882	M.	Nov. 3, 1901	50	Second	Second	Farming	Medium	Good	Good	Poor.
2	Ephraim Alexander	1885	M.	Aug. 28, 1902	36	Fourth	Fourth	Carpenter	Very good	Excellent	do	Excellent.
3	George Willard	1885	M.	Apr. 21, 1898	70	do	Seventh	Printer	Excellent	Very good	do	Do.
4	Healy Wolfe	1885	M.	Oct. 10, 1896	60	do	Graduated	Dickinson College.	Very good	do	do	Do.
5	Joseph Sheehan	1887	M.	Aug. 21, 1899	20	Second	Fourth	General work	Good	Excellent	do	Do.
6	Louis Paul	1887	M.	Aug. 26, 1901	60	Seventh	Seventh	Printer	Very good	do	do	Medium.
7	Patrick Verney	1885	M.	Nov. 3, 1901	50	Sixth	Fifth	Tailor	Good	Good	do	Very good.
8	William Sheehan	1885	M.	May 18, 1890	80	Fourth	Graduated	Printer	Very good	Very good	do	Do.
9	William Sheehan	1889	M.	Aug. 21, 1890	60	Fourth	Seventh	Kitchen help.	do	Excellent	do	Excellent
10	Catharine Dyakoff	1886	F.	Oct. 25, 1897	50	Third	do	Housework	do	Very good	do	Very good.
11	Dora Kelnin	1886	F.	July 25, 1897	60	Fourth	Seventh	do	do	Good	do	Good
12	Elizabeth Walker	1884	F.	Oct. 22, 1896	60	do	Eighth	do	do	do	do	Very good.
13	Eudocia Sedick	1883	F.	July 25, 1897	60	Third	Fifth	do	do	do	do	Excellent.
14	Heien Fraites	1885	F.	Oct. 25, 1898	60	Third	Sixth	do	do	do	do	Do.
15	Irene Svaroff	1884	F.	do	80	Fourth	Third	do	do	do	do	Do.
16	Jessie Abbott	1884	F.	Oct. 20, 1900	14	Second	Third	Sewing and laundry	do	Good	Fair	Very good.
17	Katie Callen	1884	F.	Mar. 22, 1898	60	Fifth	Tenth	Housework	do	Excellent	Good	Excellent.
18	Lottie Hilton	1885	F.	Oct. 22, 1896	6	First	Sixth	do	do	Very good	do	Very good.
19	Marie McCloud	1883	F.	Oct. 25, 1898	60	do	Fourth	do	do	Good	do	Good.
20	Mary Kadasan	1880	F.	July 1, 1897	40	do	Eighth	Printing	Very good	Very good	do	do.
21	Minnie Callen	1886	F.	Mar. 22, 1898	50	Fourth	Tenth	Sewing and laundry	do	Excellent	do	Do.
22	Polly Tutikoff	1880	F.	July 25, 1897	70	Fourth	Ninth	Nursing	do	do	do	Do.
23	Sospatra Svaroff	1879	F.	do	30	Third	Sixth	Sewing and laundry	Very good	Very good	do	Very good.
24	Vasha Nakootku	1884	F.	Nov. 3, 1900	70	Second	Fifth	Housework	do	do	do	Good.
25	Fadva Galahoff	1889	M.	Sept. 15, 1902	27	First	First	School	do	do	do	Very good.
26	Fadya Shelikoff	1886	M.	July 11, 1901	70	Third	Third	Farming	Very good	do	do	Excellent.
27	George Gelatkinoff	1887	M.	do	70	Fourth	Fourth	School	do	do	do	Do.
28	John Foster	1889	M.	Sept. 15, 1902	36	do	Fifth	do	do	do	do	Do.
29	John Lochesnikoff	1885	M.	July 11, 1901	80	do	do	Farming	Poor	Good	do	Very good.
30	Isaac Gould	1888	M.	Sept. 15, 1902	63	do	do	Tinner	Very good	Very good	do	Do.
31	Michael Chepednoy	1886	M.	July 11, 1901	30	Third	do	Farming	Good	Good	do	Good.
32	Nicholas Cecyden	1885	M.	Sept. 15, 1902	64	Fourth	Fourth	Tinner	Very good	Very good	do	Excellent.
33	Nikofr Shoushick	1879	M.	July 11, 1901	18	Second	do	Carpenter	do	do	do	Very good.
34	Paul Dicks	1890	M.	Sept. 15, 1902	18	do	do	School	do	do	do	Do.
35	Peter Debrorolsky	1880	M.	July 11, 1902	10	First	First	Farming	do	do	do	Do.

Statement of attendance of Alaskan children at Carlisle Indian School, 1902—Continued.

No.	Name of student.	Year born.	Sex.	Date entered at Carlisle School.	Months in school before coming to Carlisle.	In what grade.		In what trade or other industry instructed during quarter.	Scholarship.	Industry.	Health.	Conduct.
						On entering Carlisle.	At date of this report.					
36	Shaska Alexandroff	1888	M.	July 11, 1902	40	Second	Third	General work	Medium	Good	Fair	Very good.
37	William Foster	1888	M.	Sept. 15, 1902	72	Fourth	Fifth	do.	Very good	Very good	Good	Excellent.
38	Anastasia Achavack	1885	F.	July 11, 1901	30	do.	Fourth	Housework	Excellent	do.	Very good	Very good.
39	Katie Ishophard	1885	F.	do.	50	do.	do.	do.	do.	do.	do.	do.
40	Margie Mandrigen	1887	F.	July 26, 1901	30	Fifth	Fifth	do.	do.	do.	do.	do.
41	Marcia Nichvidoff	1887	F.	Sept. 13, 1902	63	Second	Second	Sewing and laundry	do.	do.	do.	do.
42	Olga Reinken	1889	F.	July 26, 1901	30	Third	Fourth	do.	do.	do.	do.	do.
43	Ortana Sperback	1887	F.	July 11, 1901	30	Second	Second	Housework	do.	do.	do.	do.
44	Parsooyar Achacee	1887	F.	do.	30	do.	do.	do.	do.	do.	do.	do.
45	Sophia Tetoff	1889	F.	July 26, 1901	40	Second	Second	do.	do.	do.	do.	do.
46	Vera Wagner	1889	F.	Nov. 14, 1897	50	Fourth	Fourth	do.	do.	do.	do.	do.
47	Arnebnick	1890	F.	do.	do.	First	Fifth	Sewing and laundry	do.	do.	do.	do.
48	Congolnac	1891	F.	do.	do.	do.	do.	do.	do.	do.	do.	do.
49	Isemnetuek	1887	F.	do.	do.	do.	Second	Housework	do.	do.	do.	do.
50	Kalbook	1887	F.	do.	do.	do.	do.	do.	Very good	do.	do.	do.

WHAT BECOMES OF NATIVE CHILDREN AFTER THEY LEAVE SCHOOL?

The question is often asked: "What becomes of the students after they leave school?" It may be answered in a general way as follows: Some after leaving school form habits of dissipation and soon die. The larger number take their places among their own people and, by an example of better living and by their increased intelligence, help lift up a little way the whole of the native community where they reside, while a smaller number become leaders.

An annual report from the Sitka Training School, which is one of the oldest schools in Alaska, gives the names and post-office addresses of recent pupils who are engaged in the following pursuits: Eleven are boot and shoe makers, 3 are engaged in boat building, 2 are carpenters, 3 coopers, 2 clerks in stores, 4 are in canneries, 2 are cooks, 4 are engaged in dressmaking, 2 in steam engineering, 3 in mining, 4 are merchants, 2 are hospital nurses, 1 is a painter and paper hanger, 4 are engaged in sawmilling, 1 is a silversmith, 6 are teachers in public schools, 4 are missionaries, and the names of 28 young women are given who are married and preside over Christian households, while others are still unmarried but are keeping house for their parents.

In arctic and subarctic Alaska 44 Eskimo young men, no longer content to live as barbarians, dependent for daily food on their daily catch of fish or the uncertain proceeds of the chase, have made a good start toward citizenship by becoming owners of small herds of domestic reindeer which have already made them the wealthiest men among their people.

Twelve years ago I brought from Point Barrow, the northernmost settlement on the North American continent, a 6-year-old Eskimo boy and placed him in the Sitka Training School. He was named M. Healy Wolfe. After six years in that school he was brought to the celebrated Indian school at Carlisle, Pa., where he has been graduated with honor and will in 1903 enter the preparatory department of a western college.

In the eighties a little orphan boy sought permission from his uncle to enter the recently established mission school at Sitka, which was denied him, as he was valuable to his uncle for fishing purposes. One day while they were a long way out at sea, fishing, the uncle, angered at the importunities of the boy, picked him up and with an oath threw him out of the canoe and bade him go to school. The little fellow struck out for shore, which he eventually reached, but so weak that when the waves threw him on the sand they washed him out again to sea, tossing him backward and forward until a wave, stronger than the others, threw him up so far on the beach that he was able to clutch in the sand and remain. After a while, gathering strength, he crawled up to the school and was taken in. He was named Frederick Moore. Afterwards he was the first of the pupils to give his heart to the Saviour and accept of Christianity, and through his efforts his heathen uncle and aunt and other relatives were brought into the Kingdom. After a course of training in the Sitka school he was brought East and given a course of training at Moody's School for Boys, at Mount Hermon, Conn. Returning to his people he was made interpreter for the mission and native assistant for the missionary at Juneau, and when he died last fall scores of the natives claimed him as their spiritual father.

Early in the nineties two or three young men, leaving the Sitka school, went to the salmon canneries, saved their wages, and after a while formed a partnership for the running of a steam sawmill. With the money that they had saved from their wages they went to Portland, Oreg., purchased machinery, paying largely cash and giving their note for the balance. They paid the freight on the machinery to Alaska, set up the machinery themselves, not needing a machinist to put their mill together, then commenced sawing out the lumber with which to inclose their mill. With their mill in shape, one of their number became a commercial traveler for the firm,

visiting the various salmon canneries in the vicinity and taking orders for boxes in which the canned salmon is sent to market.

About the same time two other pupils (brothers) formed a partnership, took the money that they had made by working in the canneries and started a store. The owner of the leading community store in the same village tried to induce the young men to place their goods in his store and take stock for the same. Failing to induce them to do this he put down prices so low that he thought they could not compete; but many of the natives patronized them, paying higher prices than they would have been compelled to pay at the community store. Making a few thousand dollars at storekeeping, and encouraged by the success of their comrades at saw-milling, they removed from the village and established a sawmill, which, when I visited it some months ago, was running day and night, unable to fill orders for lumber and for cannery boxes.

Among the pupils sent from the Sitka school, in 1886, to the Indian School, Carlisle, Pa., was Henry Phillips, a Chilkat boy. While at Carlisle, in addition to the ordinary studies of the schoolroom, Henry learned the printer's trade and the management of the steam engine. Showing unusual aptitude in machinery he was given an opportunity of serving in one of the machine shops of Carlisle village, and when he finished his course at the school was given a short course in one of the large locomotive works in Philadelphia, where it was claimed for him, that with the machinery, he could assemble the parts and build a railroad locomotive. Since his return to Alaska he has been employed mainly as an engineer on steamers plying in those waters.

Two of the boys from the public school at Jackson, upon finishing their course, have become merchants; others became boat builders—one of them building for Ben John, a Hydah merchant, a fine steam launch. They have also built eleven schooners, which are owned by native men and used in fishing and freighting in the Alexandrian Archipelago.

Another of the natives that left the school in the nineties went to the Klondike, and afterwards into Alaska, where he has made a moderate fortune in gold mining. When the great rush of 1897 and 1898 to the Klondike was in progress a number of the young men from the school earned fabulous wages in packing supplies for the white miners going over the White Pass to the headwaters of the Yukon River. They manifested the progress they had made toward citizenship by being the most reliable packers that in those days of great excitement could be found.

In 1898 Mr. Portus B. Weare, a Chicago capitalist, returning from the Yukon mines, was attracted by the bright face and intelligence of Parsha, an Aleut girl in the Methodist mission school at Unalaska. Expressing a wish that he could take the girl to Chicago and give her a chance for a good English education, he was informed that he could do so, and the girl was placed under his charge. Arriving in Chicago, she was placed in the Forestville public school, one of the best of the kind in that city. She took her place side by side with the sons and daughters of the best class of the American population in that city. Entering the third grade she passed with her associates step by step through the various grades until, five years later, she graduated with 1,200 of Chicago's best children, at the head of the class, taking the gold medal, for which, among others, it is said, the daughter of the president of Chicago's Board of Education was a competitor. Thus a girl with no heredity of intellectual training came into a Chicago school and took the prize away from 1,200 of its children, many of whom, if not all, had had centuries of hereditary training behind them.

In the eighties Frances Willard, a young Thlinget girl, was taken into the mission school at Wrangell; afterwards was transferred to Sitka, and thence, through the interest of Eastern ladies, was placed in a young ladies' boarding school of much reputation at Elizabeth, N. J. She spent her years in that school, the trusted and

loved companion of her associates, many of them daughters of wealthy New Yorkers. Christmas and Easter vacations were often spent by her, on invitation, in the palatial residences of her companions in New York. She was graduated with honor, the equal of those around her. Since returning to her own people she has been a missionary of more than ordinary success, and has latterly reduced the Thlinget tongue to writing, and produced a lexicon of the same, which will soon be published by the United States Bureau of Education, and which is, I trust, only the first of a series of books that this talented young woman may provide for her own people.

In the latter eighties Edward Marsden, a Tsimpshian, was brought to the Sitka school, where he forged ahead of all his companions in all his studies. From Sitka he was taken to Carlisle, Pa., where he tarried only a short time, passing thence to Marietta College, Ohio, then under the distinguished presidency of the Hon. John Eaton, former United States Commissioner of Education. Passing through the college he went to the Presbyterian Theological Seminary, at Walnut Hill, Cincinnati, and while taking a theological course, in order that he might be more useful to his own people, he studied law. In the same season he was both ordained to the full work of the gospel ministry, and, I believe, admitted to the bar. Returning to his own people under a commission from the board of home missions of the Presbyterian Church, he secured, through the contributions of friends, a small steam launch, of which he is captain, pilot, engineer, and with which he is visiting 18 villages along the coast of Alaska preaching the gospel of the Lord Jesus Christ.

These, it is true, are but isolated instances, but they could be increased hundreds of times if the educational advantages and opportunities to the Alaska aboriginal races were similarly increased. The Alaskans have fine minds, and simply need, by the blessing of God upon intelligent, tactful teachers, such a chance as is given the larger number of the white children in the older sections of the country.

NEW SCHOOLS WANTED.

Applications have been received during the year for the establishment of schools at the following places in Alaska.

Ellamar.—This place is a few miles south of Valdez, on Prince Williams Sound, and claims 18 children of school age, with several others in the vicinity that would attend school; that a copper mine is in active operation at the place, and that the number of men and families is constantly increasing.

Seldovia.—This place is on English Bay, on the east coast of Cook Inlet, and the petition for the school is signed by 15 citizens, who claim 60 children of school age in the village.

Kenai.—This is one of the oldest Russian settlements on the east coast of Cook Inlet and has had a Russian church for a century past. The village consists of a store, Greek Catholic Church, an experiment station of the United States Department of Agriculture, and 10 houses. The population consists of about 15 whites and 160 natives and creoles. There is no school within 300 miles of the place. Children of school age, from 55 to 60.

Shakan.—This place is at the north end of Prince of Wales Island, 70 miles south of Wrangell, southeast Alaska, and consists of a salmon cannery, sawmill, and small native village. The cannery company promise to provide a building with heat and light, and simply ask that the Government provide a teacher and schoolbooks. Accompanying the letter is a list of the names of 53 school children.

Council City.—This place is the second largest mining camp north of Bering Sea, and was founded in 1897. The white population numbers about 400, of whom 80 are women and children. The native residents number about 30, of whom several are children. They claim at present 16 white children of school age. This petition is signed by 222 of the citizens.

Each of these places and a hundred others of equal importance in Alaska should have public schools, but up to the present time the school fund placed at the disposal of the Commissioner of Education has been so limited that it has been simply impossible to establish the schools that should be provided for.

MISSIONARIES AND TEACHERS AT MISSION STATIONS IN ALASKA.

Russian Orthodox Church.

Sitka: Rev. Antonius Dashkevich; in missionary school, J. Popoff and S. Che-repnin.

Juneau: Rev. Alexander Jaroshevich.

Killisnoo: Rev. John Soboleff.

Nuchek: Hieromonk Methodius.

Kadiak: Rev. Tikhon Shalamoff.

Afognak: Rev. Basil Martysch.

Kenai: Rev. John Bortnovsky.

Belkofski: Rev. Euphimiux Alexin.

Unalaska: Rev. Dean Alexander Kedrovsky, Rev. Basil Kashevaroff.

Unga: Rev. Nicholas Rysseff.

St. George Island: Rev. Peter Kashevaroff.

St. Paul Island: Rev. John Orloff.

St. Michael: Rev. Peter Orloff.

Ikogmut: Rev. Hieromonk Amphilochius.

Pavlof: Rev. Constantin Pavloff.

Nushagak: Rev. Nicholas Kashevaroff.

Schools are located at Sitka, Unalaska, Attu Island, Belkofski, St. Paul Island, St. George Island, Quichpach, St. Michael, Kuskokwim, Nushagak, according to the report in Russian Orthodox American Messenger, but names of teachers are not given.

Presbyterian.

Barrow (Eskimo): Rev. H. R. Marsh, M. D., Mrs. H. R. Marsh, Mr. Peter Koo-nooya (native).

Douglas (Auke and Taku tribes): Rev. Thomas Coyle.

Eagle: Rev. and Mrs. Charles F. Ensign.

Gambell (St. Lawrence Island, Eskimo): Mrs. Edgar O. Campbell.

Haines (white and Chilkat): Rev. and Mrs. Norman B. Harrison and Elder A. R. Mackintosh.

Hoonah (Hoonah tribe): Rev. William M. Carle, Mr. W. Hammond (native).

Jackson (Hydah tribe): Rev. D. R. Montgomery.

Juneau (Auke and Taku tribes): Rev. L. F. Jones, Rev. James H. Condit (white children).

Kasaan (Hydah tribe): Rev. D. H. Montgomery.

Killisnoo (Kootznahoo tribe): Rev. W. S. Bannerman.

Klawock (Hydah and Hanegah tribes): Rev. David Waggoner, Mrs. David Waggoner.

Klinquan (Hydah tribe): Mr. Samuel Davis (native).

Klukwan (Chilkat tribe): Rev. F. Falconer.

Rampart (Chena and Fairbanks): Rev. M. Egbert Koonce, Ph. D.

Saxman (Tonga and Cape Fox tribes): Rev. Edward Marsden (native), Mrs. Edward Marsden (native).

Sitka (Sitka tribe): Rev. W. S. Bannerman, Mrs. Matilda K. Paul (native).

Sitka Training School (all the tribes): Mr. William A. Kelly, Miss Susan Davis,

Mrs. M. F. Schuknecht, Miss Frances H. Willard (native), Miss Anna M. Sheets, Miss Lydia A. Hayes, Miss Lucile Owen, Mrs. Ella C. Heizer, Miss Mary Langabear, Mr. George J. Beck, Mr. John E. Gamble, Mr. J. T. La Tourrette, Mr. Howard George (native).

Sitka Hospital: Miss Esther Gibson.

Skagway: Rev. James Thompson, Rev. S. Hall Young, D. D.

Teller and Council City: Rev. Herman M. Hosack.

Wrangell (Stikine tribe): Rev. Harry P. Corser.

Roman Catholic.

Holy Cross Mission: Rev. J. L. Lucchesi, Rev. Joseph Perron; Brothers V. O'Hare, Al Markham, P. Brancoli, Ed. Horweedel, E. De Fevre, and Sisters Mary Winfred, Antonio, Pauline, Mary, Mary Joseph, and Julia.

Nulato: Rev. C. Rossi, Rev. J. Jetté, Rev. P. Pasino; Brothers B. Marchiso, C. Giordano, and Sister M. Stephens, with two assistants.

Kuskokwim: Rev. A. Robant.

St. Michael: Rev. R. Camille and Brother I. Montalio.

Akularak: Rev. A. Keys, Rev. J. Treca, and Brother J. Twohig.

Eagle: Rev. Monroe.

Nome: Rev. Joseph M. Cataldo, Rev. E. Devine, and Brother B. Chiandano.

Juneau: Rev. J. B. Rene, Rev. J. Carden; Brother J. Rosati, and Sisters of St. Anne in charge of hospital.

Douglas: Rev. P. Bougis.

St. Mark's Church: Rev. Phil. Turnell.

Moravians.

Bethel, on the Kuskokwim: Rev. Adolphus Stecker, superintendent, and wife; Rev. Joseph Weinlick and wife; Rev. John Hinz and wife.

Ugavig: Rev. J. Herman Romig, M. D., and wife.

Quinhagak: Rev. John Herman Schoeichert and wife.

Carmel, on the Nushagak: Rev. Paul Zucher, station superintendent, and wife; Rev. Samuel Rock and wife; Miss Mary Huber.

Rev. Benjamin Helmick and wife and Miss Philippine King, off on furlough, to return later.

Episcopalian.

Sitka: Bishop Peter Trimble Rowe, D. D.; G. W. Chilson.

Juneau: Rev. Christian A. Roth.

Skagway: Rev. James G. Cameron, Miss Carter, Miss Langdon, at hospital.

Ketchikan: Rev. Thomas Jenkins.

Circle: Rev. C. C. Rice, Miss Lizzie J. Woods.

Fort Yukon: Rev. L. H. J. Wooden, Mrs. Wooden, William Loola (native).

Rampart: Mr. E. J. Knapp.

Anvik: Rev. John W. Chapman, Mrs. Chapman, Miss Bertha M. Sabine, Mrs. Evans, Isaac Fisher.

Hope: Mr. John B. Driggs.

Tanana: Mr. and Mrs. Jules L. Prevost, Miss Mason, and native assistants.

Nome: Rev. C. H. H. Bloor and native assistants.

Charlies Village: Miss Lizzie J. Woods.

Eagle: Rev. A. R. Hoare.

Valdez: Rev. F. C. Taylor.

Douglas: Rev. John E. Huhn.

Baptist.

Tanana: Rev. and Mrs. G. S. Clevenger.

Wood Island: Rev. and Mrs. C. P. Coe, Mrs. M. G. Campbell, and Miss Odotia Brown.

Methodist.

Rev. W. H. Selleck, superintendent, Juneau.

Skagway: Rev. Wilmot Whitfield.

Douglas: Rev. C. S. Revelle.

Unalaska: Jesse Lee Home, Dr. and Mrs. A. W. Newhall, Miss Barnett, Miss Ella Darling, and Miss Elizabeth Schwab.

Swedish Evangelical Union.

Yakutat: Rev. and Mrs. Alvin Johnson, Mr. August Berggren, Miss Jennie Olsen, and Mr. Paul Page.

Golofmin: Rev. O. P. Anderson, Rev. K. Hendrickson, Miss Amanda Johnson, and Miss Eivor Eklund.

Unalakleet: Rev. and Mrs. Axel E. Karlson, Dr. and Mrs. Carl O. Lind, Mr. and Mrs. Stefan Ivanhoff, and Miss Alice Omegitchok.

Friends.

Douglas: Mr. Charles Replogoe and wife, and Miss Jennie Lorenz.

Kaak: Rev. and Mrs. Silas R. Moon.

Kotzebue: Mr. and Mrs. Dana Thomas, and Miss Martha Hadley.

Congregational.

Cape Prince of Wales: Mr. and Mrs. Hugh J. Lee.

Norwegian Evangelical Lutheran.

Teller: Rev. and Mrs. T. L. Brevig, Mr. A. Hovick.

MISSIONS OF THE RUSSIAN ORTHODOX CHURCH.

[Commenced 1794.]

The Russian mission of Alaska is composed of 16 parishes, with 17 churches and 60 chapels and prayer houses. On Douglas Island a church has been built for the Servians who are at work in the gold mines at that place. These churches are cared for by 17 priests (of whom 3 are monks), 1 retired deacon, and 12 candidates. They claim 11,758 parishioners, namely, 87 Russians, 2,257 Creoles, 2,147 Indians, 2,406 Aleuts, 4,839 Eskimos, and 22 persons belonging to other nationalities. There are 45 parish schools and 5 asylums for children. These asylums are located as follows: Sitka, Unalaska, Nutchek, and two in Kadiak. The schools number 760 pupils, of whom 65 are children that live in the asylums.

MISSIONS OF THE PRESBYTERIAN CHURCH.

[Commenced 1877.]

The woman's board of home missions pays the salaries of the ordained missionaries and unordained native interpreters in southeastern Alaska. There have been employed during the year 12 ordained missionaries and 8 helpers, a total of 20; whose salaries amounted to \$13,500. The results have been most encouraging.

Barrow (Eskimos).—Dr. and Mrs. Marsh have continued their work at Point Barrow. The difficulty of communicating with them, and they with the board, makes it almost impossible to give an intelligent account of that work. Their loneliness is

great. The work, however, as we learned from letters received last fall, was prosperous.

Gambell (Eskimos).—Most encouraging reports come from Dr. and Mrs. E. O. Campbell, who succeeded Dr. Lerigo at St. Lawrence Island. They were delightfully entertained and well cared for by the commander of the United States revenue cutter on which they sailed to their destination. A letter from them indicates that they have been well received by the people, are devoting themselves to their spiritual as well as material interests, and have so far accomplished all that they anticipated.

Douglas (Aux and Taku tribes).—Douglas Island, situated just across the bay from Juneau, has had its little chapel and missionary's home completed. Mr. Fred L. Moore, the native assistant to Mr. Jones, of Juneau, who has had charge of the work on Douglas Island, died very suddenly October 4, 1902. Mrs. Moore, however, has taken up the work of her husband as interpreter to Mr. Jones, and is doing it to his entire satisfaction. The loss of Mr. Moore was a great blow, for the natives loved him and trusted him.

Haines (Chilcat tribe).—Willard Home was opened in September for the reception of children. It was planned to begin on a partially self-supporting basis. The matron was instructed to charge each pupil \$5 per month. Seven have been admitted; two of these have been accepted as charity pupils.

Hoonah (Hoonah tribe).—The work at Hoonah is interesting. Many vexed questions, which have hitherto greatly disturbed the pastor, have been settled, and now there seems to be a determination upon the part of the people to drop permanently all their evil customs and habits, and become really and truly Christians in practice as well as in profession.

Jackson (Hydah tribe).—The work at Jackson has assumed greater importance since the Endeavor convention held at Wrangell last autumn. The missionary has been greatly encouraged by the manner in which the young people have taken hold of all church enterprises. There have been a good many conversions during the year.

Juneau (Auke and Taku tribes).—The missionary in charge of the native church has had his hands full, and has felt particularly the loss of his efficient assistant, Mr. Fred Moore. However, the work has progressed very satisfactorily, and Mr. Jones is greatly encouraged. The white church, under the care of Rev. J. H. Condit, is moving on steadily toward self-support.

Klawak (Hydah and Hanegah tribes).—The missionary at Klawak mourned the loss of his interpreter during the year. His place, however, has been supplied by another native. These two consecrated missionaries, Mr. and Mrs. Waggoner, are firmly entrenched in the hearts of the people and are accomplishing among them great material as well as spiritual results.

Kluquan (Hydah tribe).—Mr. Samuel Davis, a native who has been interpreter for the missionary at Jackson for several years, has been sent to the above-mentioned place, where he has charge of the mission work among a band of Hydahs located at that point. It is reported that he is doing most excellent work, and is himself growing, spiritually and intellectually.

Klukwan (Chilcat tribe).—A band of these Indians who were converted a number of years ago held their membership in the church at Haines. Later, a layman of the Methodist Episcopal Church found his way among them and opened a mission. During the winter the work was turned over to the Presbyterian Church as properly belonging to them, and Mr. F. Falconer, a missionary layman, placed in charge. The work has prospered from every possible view point.

Saxman (Tonga and Cape Fox tribes).—This mission is growing in interest and efficiency. It is reaching out after the Indians who are scattered over that region of Alaska, and they are being enabled under the wise management of their native pastor, Rev. Edward Marsden, to concentrate their efforts, and are being greatly blessed in their spiritual and material interests thereby.

Sitka (Sitka tribe).—The mission at Sitka is under the care of Rev. W. S. Bannerman, who preaches both to the natives and the whites. Mrs. Paul continues to be the efficient helper of the missionary, acting as his interpreter and doing, also, very much independent work in the native village.

Sitka training school (all the tribes).—There are in this school the representatives of at least twelve tribes. It is one of the most wonderful achievements of Alaskan missionary work. The work is progressing very satisfactorily. A band of boys under an efficient industrial teacher are preparing additional land for cultivation the coming year, clearing it of stumps and other obstructions, and during the coming spring it will be properly reduced and planted to grains and vegetables which are adapted to the Alaskan climate. The school work has been very well conducted and ordinarily successful. The industrial work has gone on satisfactorily.

Sitka hospital.—The vacant place at the head of this institution has been supplied by a lady medical missionary. The work has progressed very satisfactorily. Many cases of sickness have been treated in the hospital, and a great many more in the native village, by the physician. The care of the in-patients has been in charge of Miss Esther Gibson, and the work altogether has been very successful.

Wrangell (Stikine tribe).—The work at Wrangell is under the care of the board's missionary, who ministers to both natives and whites, each having a separate church organization.

JESUIT MISSIONS IN ALASKA.

[Commenced 1578.]

Holy Cross Mission, Koserefsky.—Rev. J. L. Lucchesi, Rev. Jos. Perron; Brothers V. O'Hare, Al. Markham, P. Brancoli, Ed. Horweedel, E. De Fevre.

1. There is a boarding school for boys under immediate charge of the Fathers; it numbered 42, this number being steadily maintained during the year. They are remarkable for good behavior, docility, and earnestness to improve as well in all the branches of a common English education as in the various trades, such as carpentry, blacksmithing, garden and farm work.

2. There is also a boarding school for girls, numbering 46 pupils, in charge of the Sisters of St. Anne, viz. Sisters M. Winifred, Antonio, Pauline, Mary of the Passion, Mary Joseph, and Julia. The conduct of these girls is exemplary; their application to study and work is all that could be desired, and their progress is in proportion. Besides the regular hours for class work, they are instructed in all kinds of needlework, common and fancy, besides cooking and all useful work suitable to their sex and condition.

3. The day and night schools are in care of the Sisters, and their number varies from 12 to 20.

The school of Holy Cross with its flourishing garden in summer is a veritable oasis in the wild desert of the Yukon, and few travelers pass without visiting it, and expressing surprise at finding such a progressive institution in such an inhospitable country. A remarkable feature about Holy Cross Mission is the flourishing vegetable garden of about 6 acres; it is the work of the larger boys and girls under the direction of their respective teachers, and in addition to the vegetable garden the girls cultivate a nice flower garden. The produce of the garden this year amounted to about 500 bushels of potatoes, some 600 good solid heads of cabbage, turnips and rutabagas in abundance, pease, lima beans, beets, salad, radishes, cress, etc.

Holy Cross Mission serves also as a center from which the missionaries visit the villages up and down the Yukon, the Shageluk, Innoko rivers, etc.

St. Peter's Mission, Nulato.—Missionaries: Revs. C. Rossi, J. Jetté, P. Pasino; Brothers B. Marchisio, and C. Giordano. Also Sister M. Stephens and two assistant Sisters. A day school with a few boarding pupils, having an enrollment of about 24, is maintained here and is under the charge of the Sisters. The population of the village numbers about 150 souls. A great drawback to the progress of the missionary work is brought about by the bold and open trading of whisky by whites to the Indians.

St. Ignatius Mission, on the Kuskokwim.—Rev. A. Robaut, resident missionary. The Sunday school is well attended. Father Robaut has been on steady missionary work in Alaska since 1886. During the intense cold weather of January 1902, being on a missionary excursion, he had the misfortune of freezing his feet. He was kindly attended to by Dr. Romig of the Moravian Mission, and has almost fully recovered the use of his feet, and is again at work in his usual field of labor.

St. Michael's Mission.—Rev. R. Camille, resident missionary; Brother I. Montalio. The missionary of this place attends to the military post and the whites of St. Michael, and also to the Indians of the surrounding country.

St. Mary's Mission, on the Akularak.—Revs. A. Keyes and J. Treca, Brother J. Twohig. Some 60 Indian villages are reached from this mission. Some three years ago a flourishing boarding school was maintained at this place, but the lack of resources led to its closing.

Eagle City.—Rev. Fr. Monroe, missionary.

St. Joseph's Mission, Nome.—Rev. Jos. M. Cataldo and Rev. E. Devine, and Brother B. Chiandano.

Church of the Nativity, Jaucahu.—Rev. J. B. Rene and Rev. J. Cardon, Brother J. Rosati; Sisters of St. Anne in charge of hospital.

St. Paul's Church, Douglas Island.—Rev. P. Bougis.

St. Mark's Church.—Rev. Phil. Turnell.

MISSIONS OF THE MORAVIAN CHURCH.

[Commenced 1884.]

Owing to imperfect mail facilities in the region of the Kuskokwim and the Nushagak the intelligence which has been received during the past season has been fragmentary, and it is impossible to furnish wholly satisfactory statistics.

Thirteen missionaries are at present in the field, and four of the five now on furlough will return this spring. On their return a new station is to be founded at Quinhagamiut, near the mouth of the Kuskokwim, materials for a mission house and a chapel being sent from San Francisco. Here the Rev. John H. Schoechert, formerly of Carmel, on the Nushagak, will be stationed. Missionaries are in residence at Bethel and Ugavig on the Kuskokwim and at Carmel, and at each of these points schools are maintained. At a considerable number of outposts native assistants are rendering valuable services. The most important of these outposts is Togiak, near the mouth of the river of the same name, between the Kuskokwim and the Nushagak. Here a house was erected several years ago as a place of worship and a lodging for visiting missionaries.

The past winter is reported to have been the most severe known to our missionaries since they went to Alaska, preceded as it was by a long period of almost incessant rain. October 14 and 15 were rendered memorable by a huge tidal wave which flooded the entire coast between the rivers occupied by our mission. Canneries were lifted from their foundations, warehouses were destroyed—among the rest, that belonging to our mission on the Kuskokwim—wharves and landing stages were swept away, and lumber and logs that had been stored in readiness for the erection of houses, carried out to sea. It goes without saying, that destitution must have resulted in various places. The reports are not clear as to actual loss of life among the natives.

Bethel, in January, had a narrow escape from fire, with the thermometer at -38° . While the long weeks of unusual rain in autumn affected the domesticated reindeer loaned by Government to the mission at Bethel, fatally in the case of some, the increase has nevertheless been gratifying.

Experiments in gardening and in the keeping of poultry at Carmel have proven decidedly successful, and it is believed that cattle might be introduced there. This is now being attempted by the missionaries. If successful, its importance is self-evident.

A small collection of translations made by the missionaries—hymns, prayers, liturgical formulas, etc., edited by the Rev. A. Schultze, D. D., L. H. D., has recently been published at Bethlehem, Pa.

MISSIONS OF THE PROTESTANT EPISCOPAL CHURCH IN ALASKA.

[Commenced 1886.]

The Rev. Peter T. Rowe, Bishop of Alaska, in his seventh annual report, gives the following information:

Statistics.

Church buildings.....	13
Schools:	
Industrial.....	1
Day.....	7
Mission dwellings.....	12
Hospitals.....	3
Sawmills.....	2
Steamer (<i>Northern Light</i> , not in use).....	1
Workers (clergy, lay, native, women, including bishop).....	31
Baptisms:	
By the bishop.....	19
Outside of diocese.....	6
By the missionaries.....	50
Confirmations (seven services).....	44
Marriages:	
By the bishop.....	5
By clergy.....	24
Ordination to diaconate.....	1
Burials.....	43
Setting apart deaconess.....	1
Offerings.....	\$588. 80
Offerings for hospital work, charity.....	623. 33

Christ Church, Anvik, is the center of operations for Shageluk and parts adjacent. The Church of our Savior, at Tanana, is the center of work for Fort Gibbon, Neenann, Kkoschakat, Nowikakat, Tukitsuntu, and Kashtun; St. Thomas's at Point Hope; St. Mary's at Nome; St. Andrew's Church, Rampart and Fort Hamlin; St. Stephen's Church, Fort Yukon and Chan de Lar; Church of the Heavenly Rest, Circle city; St. Savior's Church, Skagway; Epiphany Church, Valdez and Copper River; St. Agnes Church, Ketchikan; Trinity Church, Juneau; St. Luke's Church, Douglas Island; St. Peter's-by-the-Sea, Sitka.

MISSION OF THE BAPTIST CHURCH.

[Commenced 1886.]

Baptist Mission, Wood Island, Alaska.—Our present workers are Rev. and Mrs. C. P. Coe, Mrs. M. G. Campbell and Odotia Brown. Dr. C. F. Mills, the Government teacher, resides at the orphanage and gives medical assistance.

Among the improvements of the past year are the painting of the orphanage and the church, the breaking of 6 acres of sod, and building of fences, walks, and a potato cellar. The success in farming and gardening indicates that operations on a larger scale would be profitable. An agreement has been made with Prof. C. C. Georgeson, special agent of agricultural investigation in Alaska, whereby the Government will bear a part of the expense of raising small grain. This arrangement will doubtless be beneficial to both parties.

The salt-fish industry has surpassed our expectations. We were able, largely with our own force of boys, to put up 135 barrels of red and silver salmon. Those for which returns have been received sold at the top of the market.

The religious side.—June 22 four of our children, having made a profession of faith in Christ and having given satisfactory evidences of conversion, were baptized and received into the church. Several others have expressed their love for Jesus and their desire to live for Him. One of these has been with us less than a year. Recently we began preaching on Sunday nights, through an interpreter, to those who do not understand English. The services have been well attended, and the most respectful attention has been given. The night school sustained by the orphanage has been continued, with a total enrollment of 30, including our older children. The church now numbers 16 members. Children in the orphanage number 70.

MISSIONS OF THE METHODIST CHURCH.

[Commenced 1886.]

The work of the Methodist Episcopal Church in Alaska consists of a few stations in southeastern Alaska and the Jessé Lee Industrial Home under the care of the Woman's Home Missionary Society at Unalaska on the Aleutian group of islands.

Ketchikan is the distribution point for a large territory. Rev. W. M. Rule is missionary. Here we have a church and parsonage worth \$2,000, fully sufficient for our needs and without any debt. This has all been gathered within a year. Good congregations, a flourishing Sunday school, and faithful missionary work done among the Indians mark the work here.

At Juneau the extreme prices at which property has been held has thus far prevented our obtaining church property. The superintendent has been in charge of the mission at Juneau, and all departments of work have been faithfully prosecuted.

At Skagway (Wilmot Whitfield, superintendent) there is a fine church and parsonage, worth \$4,500. In spite of the business depression at Skagway the church has been able to offset removals by valuable accessions to its membership, and is harmonious and hopeful for the future.

At Douglas (Rev. C. S. Revelle in charge) the work has been carried on mainly in the Swedish language, but the increasing number of English-speaking Methodist people makes it advisable to continue the work in English. A neat church and parsonage, worth \$1,500, entirely out of debt, form our plant here.

A very remarkable work has been carried on at Kluckwan among the Chilkat Indians for over a year by Rev. M. A. Sellon, a local preacher of the Skagway charge. As the result of his faith and works 175 natives were gathered into our church at this place. As a result, however, of a compact entered into by our missionary society with the Presbyterian Church in 1876, by which that church was given exclusive right to do work among the tribes of southeastern Alaska, the field was surrendered to that church. Brother Sellon was then assigned to Porcupine, where he is doing useful work.

While the numerical strength of the Methodist Episcopal Church in Alaska is not large, it yet ministers to many times more of transients than those who spend but a brief time in Alaska.

Jesse Lee Industrial Home, Unalaska, Alaska.—The superintendent, Dr. A. W. Newhall, spent fourteen months at home on leave, but returned September, 1902, with his excellent wife, formerly superintendent of the home.

The work is making good advancement. Miss Barnett is an efficient worker, of much experience. Miss Darling, kindergarten and primary teacher, is doing excellent work, and Miss Schwab, the matron, is a conscientious and faithful worker. Dr. Newhall finds much to occupy him among the villagers in the capacity of a physician. It has been greatly desired that a hospital might be opened in connection with the home, and the time seems near at hand when a small hospital will become an assured fact. The enrollment of the home is 42, and of the Government school 84. Most of the pupils of this school are inmates of the Methodist and Græco-Russian missions. While the children are not precocious, they seem to be making fair progress, and the teachers are assured that their efforts are not in vain. The Government school is independent of the home, but the most cordial and sympathetic relations exist between the two.

The Jesse Lee Home receives the most cordial commendation from all who know of its work, and while there are unusual obstacles to overcome, this mission is firmly planted and is a great light to those who sit in darkness.

SWEDISH EVANGELICAL MISSION COVENANT.

[Commenced 1887.]

Our work at Yukatat was very successful last year. Two interpreters were occupied for the preaching to natives, one of these two being Mr. Paul Page, of whom our missionaries hope a great deal. One feature of the work last year was a successful protest against the liquor traffic. Twenty natives were baptized; the communicants of the congregation now number about 60. There is a young people's society, numbering about 70. The number of children in the Sunday school is 70. Mr. Berggren, the school-teacher, gives a detailed report of his work. The total number of children taught were 1 American and 65 natives. Different companies have applied for the right to sea front for fisheries and to build canneries; one company has applied for the right of way for a railroad to go over a corner of the land which the mission holds.

At Unalaklik the work has proceeded in the usual manner. Mr. A. E. Karlson superintends the mission after a year's vacation, partly spent on a journey to Palestine. He reports 10 baptized during the year, and 15 children at the home. Mr. Karlson has built a church at the cost of \$2,500, and donated the same to the mission. The church was dedicated November 10, 1902. Through Mr. Karlson's generosity Alice Omegitgoak, our native school-teacher, has been provided with a home for herself and her mother. I am sorry to say that our school-teacher, Miss Selma Peterson, has, on account of poor health, been obliged to leave her work. Dr. C. O. Lind, who spent the winter at our old station, Chinik, at Golofnin Bay, has taken her place as school-teacher at Unalaska. The success he met at Chinik as a doctor was not sufficient to justify his stay at that place, and he will, we hope, find a wider sphere for his work both as a medical man and as a teacher at Unalaklik. In Mrs. Hannah Karlson, wife of Missionary Karlson, we have also lost a loyal and zealous worker; she being, on account of poor health, obliged to leave Alaska to seek a milder climate. It is on this account uncertain how long we will have the services of Mr. Karlson at Unalaklik. Last winter Rev. C. F. Ryberg, of Nome, Alaska, stayed occasionally at the station and was of good service to the work. Ozark Rock, the native evangelist, and Stephen Ivanhoff are also connected with the work at the station, the former as an evangelist and the latter in practical relations, he having, with the aid of Mr. Karlson, started a business at the place for the benefit of the natives. In the day school 77 children have been attending and in the evening school the attendance has numbered 70. The Sunday school numbers 125, divided into seven classes. Our field at Unalaklik is greatly in need of new forces of workers, and we look to the time when we will be able to see returned to his former field Mr. Julius F. Quist, who is now taking a medical course for that purpose at the Chicago University.

At Golofnin Bay we have practically given up the old place Chinik as a mission station and the work is limited to the Golofnin Orphanage, which will fast become a new and prospering mission station. We are encouraged to find that the location of this orphanage was wisely decided. Thirty children have been enrolled in the orphanage. Rev. O. P. Anderson superintends the religious work, and Mr. K. Henrichson supervises the practical work and has charge of the reindeer herd. Miss

Amanda Johnson is the school-teacher, and Miss Eivor Eklund is the matron and instructor in the household work and all kinds of "sloyd." A few of the children have been selected to be sent to the school at Carlisle. Eskimos are moving into the new place rapidly and already a small village is being built around the home. During the year a new schoolhouse has been built, used also for services.

The reindeer herd was reported, July 1, 1901, to number 257, 216 of these belonging to the mission. The success with the herd at Golofnin Bay seems to justify some like arrangement being made with the Government at Unalaklik.

MISSIONS OF THE FRIENDS.

[Commenced 1887.]

The summer of 1902 closed the fifth year of mission work by California Friends at Kotzebue. At this time Robert and Carrie R. Samms withdrew after five years arduous service, and were succeeded by Dana H. and Otha C. Thomas, of San Francisco, Martha Hadley, of Wilmington, Ohio, who had been there three years, remaining with them. Richard Glover, of San Francisco, who had been there one year, specially as a carpenter and missionary, withdrew.

The progress of the different departments of work has been uniform and gratifying. In the evangelistic work those in charge last year report:

"Services have been held twice on the Sabbath and on fourth day evening each week during the year, with but few exceptions. When we were away from the mission we had meeting with those who were with us, and those who remained at home held services here. The natives who went to the sealing grounds in the spring report good attendance while there. Special and very interesting services were held at Christmas, etc. When the Kowak people left last fall we encouraged them to keep a record of the attendance at their meetings, as they had done before. We loaned them a 'Leaf Cluster,' a portion of the pictures having been used before during their stay here. They returned it this spring carefully preserved in a wooden box prepared for that purpose, together with a list of their attendance. According to it they held services eight Sabbaths, with an average attendance of 40, their largest any one Sabbath being 66. A number of these (about 50) profess to be Christians, and there seems to be a general turning among the older ones to Christianity, even the chief expressing himself favorably to it. Our enrollment of church membership here now is 104. Number of marriages by Christian ceremony, 12; 47 have signed a temperance pledge roll. Bright picture cards of sacred scenes have been largely distributed, and with these they brighten their smoky walls.

"A Bible school was organized September 11, 1898, the first in that land. But two sessions have been missed since that time, when the missionaries were absent up the Noatuk River. Some of the Bible-school scholars have walked a round trip of 12 miles to attend. A school has been kept up some weeks at Naboktooktock, across the channel, with an attendance of 39 to 49. The average attendance of our Sunday school for the first quarter was 100; for the second, 69; the third, 69; and the fourth, 43; making an average of 70; the total attendance for the past year, 3,484, and visitors, 882. Of the latter, 39 were white men. Those natives who come down the river in the summer seem very eager to learn more about Jesus, and we hope that much seed is sown among them. One of the natives conducted a Sunday school while they were away at the sealing point six Sabbaths, with an average attendance of 63.

"*In the medical work.*—There have been 1,602 calls for medicine and 3,549 doses given. There were but two deaths the past year among the resident natives. There were four from the Kowak that died.

"*In the school work.*—During the summer there was a short session of thirty-two days for the benefit of the river natives stopping at the rendezvous. The opening of the school year was delayed until October 26, on account of remodeling the house. During the winter a number came from time to time from across the channel, remaining as long as their food supplies held out. School was also kept up for some time at Naboktooktock by Mr. and Mrs. Samms and afterward by Richard Glover. Excellent progress is reported in the school work of the year, which was under the care of Miss Martha Hadley. Total enrollment, 84; days taught, 162; daily average, 19+. Of these, 24 only attended 1 day or less."

All in all the outlook of the mission work at this point is very hopeful, as its influence is reaching hundreds of miles inland, and is remarked by miners and others traveling there. With the well-trained workers recently installed we feel assured of blessed results in next reports. Mr. Z. E. Foster and wife, Anna H. Foster, are conducting a personal mission at Good Hope Bay, or Candle Creek.

MISSIONS OF THE CONGREGATIONAL CHURCH.

[Commenced 1890.]

After twelve years of successful service in the establishment and conduct of work at Cape Prince of Wales, Mr. W. T. Lopp and his family have returned to the United States. They felt this change to be a necessary one on account of the educational and social needs of their growing children. The association was fortunate in securing the services of Mr. Hugh J. Lee, who, with his wife and her mother, are now at the cape. Mr. and Mrs. Lee are not without experience in Arctic life. They were with the Peary expedition, and Mr. Lee spent over a year with the Eskimos, Mrs. Lee being with him during the latter part of the time. They have entered upon their work with energy and report the outlook to be of a promising character.

Mr. Lopp in his final report said that the natives had had a fairly prosperous year. Health had generally been good; there had been 11 deaths and 20 births. All but three of the deaths were babes and small children.

The mission and school have been steadily carried on, and the United States Bureau of Education has maintained a school in the mission building, both schools having made an excellent record of service. Mr. Lopp reports that his religious services have all been well attended, the average attendance for the year having been 107. The great need of a competent interpreter has now been met by the return of Adloot, a young man who has been educated in this country, that he might better prepare himself for service among his own people. He is now acting as interpreter and assistant to Mr. Lee.

Mr. Lopp reports a gratifying improvement in the manners of the Mitletok people, who have moved down nearer to the cape this spring for the purpose of hunting. He also remarks that some Diomed Eskimos had wintered at the cape and become regular attendants at the services held. These Eskimos are from the Diomed Islands, in the middle of Bering Strait. While the larger of the islands belongs to Russia, the smaller is within the boundaries of the United States. The inhabitants of these islands speak the Cape Prince of Wales dialect, and visit continually among one another and occasionally on the Siberian coast.

In June, Chief Ta nes kan, with about 20 of his people, came across the strait from Whalen (near East Cape), Siberia, in a huge skin boat about 40 feet long. They brought over deer skins, wolf, wolverine, polar bear skins, and whisky, to trade with the people at Cape Prince of Wales. While at the cape they were the guests of Ok ba ok and attended the meetings. The singing, use of the organ, and other parts of the services seemed to greatly interest them, and they, with others, will doubtless return from time to time. Ta nes kan owns a large herd of deer near East Cape, and conducts a heavy traffic with the Siberian deermen, as well as with the Alaskan Eskimos. He is one of the richest traders on the Arctic Siberian coast. Mr. Lopp was pleased to notice that these Asiatic visitors could succeed in trading but a small quantity of their whisky at the cape.

The Eskimos at Cape Prince of Wales have had a successful year in their hunting. In April and May sixteen boats, manned by 144 persons, hunted whales and succeeded in killing and securing eight small ones. From these they realized 100 tons of food and fuel, at which they were much rejoiced. The average walrus catch was not reached, only about 75 having been killed.

Ok ba ok has established a store in connection with some San Francisco merchants, and has made it a success in every way. The enterprise admirably serves the purpose for which it was intended. He has sold flour for \$2 per 50 pounds, while in former years the price has been from \$3.50 to \$4.60 at Nome and Teller. In addition to this, it was necessary to haul it to the cape. When the poor people of the cape have had no money, boots, or furs to pay for flour and other provisions Ok ba ok has set them to making small skin boats, seal spears, snow shoes, etc. The materials cost them little or nothing and their time was not valuable, especially on stormy days; so this furnished them with a new means of support and, at the same time, helped Ok ba ok to stock up his store with marketable curios.

The herd and herders have done well throughout the year. The snow was favorable for winter grazing. During that time the herd was kept about 40 miles northeast of the cape.

In closing his report, Mr. Lopp says that in 1890 he found the Eskimos as filthy, dishonest, and untrustworthy a people as one could imagine. During his early years of the work he was compelled to keep everything under lock. The killing of thirteen Eskimos by a whisky trader in 1877 had set the whole settlement against foreigners. Throughout the early years those of them who lost fathers and brothers in this massacre no doubt often meditated avenging the death of their kin. But these hostile sentiments have long since been overcome. The influence of those Eskimos who

have become Christians has changed the disposition of the settlement. Over 100 of the people are now, in the judgment of the missionary, genuine Christians.

A good work has been done, and the indications that it will have steady progress are encouraging.

The above include the reports submitted to me by the various missionary organizations at work in Alaska.

Very respectfully, yours,

SHELDON JACKSON,

United States General Agent of Education in Alaska.

THE COMMISSIONER OF EDUCATION.

CHAPTER XXXIII.

TWELFTH ANNUAL REPORT ON THE INTRODUCTION OF DOMESTIC REINDEER INTO ALASKA.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION, ALASKA DIVISION,
Washington, D. C., December 20, 1902.

SIR: I have the honor to submit to you the twelfth annual report on the introduction of reindeer into Alaska.

The year 1902 has been a prosperous one for the reindeer herds in Alaska. During the spring 1,654 fawns were born and during the summer 30 deer were purchased, which, added to existing herds in the country, makes a total of 5,148.

These reindeer are distributed as follows: 646 loaned to missionary stations of the Presbyterian, Norwegian Evangelical Lutheran, Moravian, Friends, and Roman Catholic denominations; 499 loaned to 5 Laplanders; 1,025 are the property of the Congregational, Swedish Evangelical, Episcopal, Presbyterian, Norwegian Evangelical Lutheran, Moravian, Friends, and Roman Catholic mission stations; 2,609 belong to 44 Eskimo herders, and 369 are still remaining in the Government herd to be hereafter loaned.

In connection with the herds are 27 Eskimo apprentices learning the care and management of the deer.

The winter of 1901-2 was a favorable one for the reindeer industry. While it was the coldest since 1894 (44° below zero at Teller), there were few prolonged storms. The snowfall was light, and there was no thaw during the fall that resulted in covering the moss with ice, as was the case the previous year, hence the reindeer had easy access to the moss under the snow. The spring came unusually early and was mild and dry, which was favorable during the fawning season.

Personnel.—Local superintendents: Samuel R. Spriggs, Point Barrow; Robert Samms, Kotzebue; W. T. Lopp, Cape Prince of Wales; Tolef L. Brevig, Teller; Dr. Edgar O. Campbell, Gambell (St. Lawrence Island); O. P. Anderson, Golofnin; Axel E. Karlson, Unalaklik (Eaton); Adolf Stecker, Kuskokwim; Julius Jetté, Nulato. Assistant; William Albert Egan, Gambell. Laplander teachers: Alfred Salmonsens Nilima, Kotzebue; Nils Klemetsen, Teller; Per Larsen Anti, Gambell; Isak Andersen Bango, Nulato; Nils Persen Bals, and Per Nilsen Bals, Kuskokwim.

Eskimo herders and apprentices:

Point Barrow: Pokpuk, Segevan, Paneoneo, Otpelle, Ungawishok, Powun, Pani-geo, and Ingnoven.

Kotzebue: Minungon, Oghoalook, and Okamon.

Cape Prince of Wales: George Ootenna, Stanley Kiv-year-zruk, James Keok, Thomas So-kwee-na, E-nung-wo-uk, Frank I-ya-tunkuk, Ib-i-ou-o, Sin-rok, Kar-mun, Oblee, Ong-na-look, Masoak, Ok-nak-look, and Te-o-mok.

Gambell (St. Lawrence Island): Sepilla, Putlkinhok, and Pinink.

Teller: Coxrook, Kozetak, Serawlook, Zoolook, Neeluk, Ablikak, Sekeoglook, Erlinguuk, Almahkdoolik, Dunnak, and Nunahzarlook.

Golofnin: Constantine, Toktok, John Aungadligak, Albert Pawame, and Benjamin Jutmans; Mrs. Dexter.

Eaton: Okitkon, Tatpan, Nellagoroak, Stephan Ivanoff, Mary Antisärlook, Kotoak, Angalook, Sagoomuk, Aseebuk, Avogook, Ann Kravinik, Chipecu, Beekunan, Oochacktoak, and Moses.

Nulato: Stephen Annu, Alexander Kulana, and John Rorondelel.

Kuskokwim: Wasili and Robert.

STATIONS.

Point Barrow.—From the statistical table it will be noticed that the reindeer herd at this station is increasing in numbers. The whole region abounds in moss and there is no difficulty with regard to pasturage. The main drawback in the past has been a northeast blizzard, that has come invariably as the fawning season commenced. This year, during the fawning season, the wind blew a gale and the snow filled the air so as to make it almost impossible to keep track of the fawns at all. In time a more sheltered location will be found in this region of the country to which the herd can be driven in the spring. During last season the herd that was at Point Hope, owned by two native herders, was driven north to Point Barrow and combined with the herd at that place, making a total of 623 head. They arrived on Thanksgiving Day.

Kotzebue.—This station was established on the 16th of December, 1901, by the arrival of a herd of deer which had been set apart and started from Teller reindeer station the previous 11th of November. After the arrival of the herd Mr. Alfred Nilima, the Lapp in charge of the deer, selected a winter pasturage east of the Noatak River where there was plenty of wood for camp use and protection afforded the deer by the broken country. Fawning began on April 20, and on the next day the herd was driven across Hotham Inlet on the ice to the peninsula, where the herd was kept during the summer. On May 2 Alfred Nilima, the principal herder, was married to Alice F. Fruhling, an Eskimo woman educated at the Friends mission.

Cape Prince of Wales.—Since the commencement of this herd, in 1894, to the present year it has been under the charge of Mr. W. T. Lopp, missionary of the American Missionary Association at Cape Prince of Wales. Owing to the necessity of educating his children, Mr. Lopp felt compelled to resign his position and return to the States. His place has been taken by Mr. Hugh J. Lee, of Meriden, Conn., who, with his family, has removed to the station. The herd has been kept about 40 miles northeast of the cape. Eight of the herders of this station are self-supporting.

During the year 60 deer were lost through disease and accident, 36 butchered, and 11 sled deer sold. According to the herders, 501 fawns were born. Ten died from unknown causes and 12 from desertion by young mothers, leaving 479 living fawns. If the count is correct the net gain for the year is 206, making the herd number 987. In changing watches in foggy weather the herders think they may have failed to count a number of fawns, so they feel safe in saying that they have at least 1,000 deer in the herd. Attempt was made in September to count and mark all the deer, but a series of rainstorms prevented completion of the work.

This mission has long since returned to the Bureau of Education 118 deer which formed the nucleus in 1894. This number, now 987, is what remains to the mission.

Report from Gambell (St. Lawrence) is to the effect that they are proud of their reindeer, after seeing those at Teller reindeer station and on board the *Progress* and this year on the *Bear*. Okhtokiuk, one of the three apprentices who were with the herd during the preceding winter, was discharged by Mr. Egan because of repeated absences from the camp without leave. In his place Mr. Egan had secured Peniu,

formerly a resident of Indian Point. The boys have done fairly faithful service during the entire winter.

Mr. Sara was an entire year with the herd and not a single deer was broken to harness or halter; he had kept the herd so near to the house that the moss was eaten very close, so that the sled deer had to be picketed some distance from the house and the herd kept even farther away. Per Larsen Anti, the Laplander, has done good service. His first request was for posts for staking the deer used on the sleds. These were driven in the ground early in good locations, so when the ground froze the stakes were solid.

As soon as the snow came two deer, named Donder and Blixen, were caught and put through the various stages of breaking. Anti noticed the tug was chafing the hind legs, causing the deer to pull sideways and often turn around. The tugs were then wrapped in deer or sheep skin. When the first two had learned so much that the most that they needed was practice Anti caught two more, and when these had learned a little the first two were turned loose and two new ones caught. In all nine deer have been more or less broken or trained. One of these was very wild and so plunged at his rope that he threw himself backward, breaking his neck. Another was thoughtlessly tied to the stake rope of a second deer and became entangled and choked to death. A third was overloaded in soft snow by Putlkinhok, a rushing, heedless apprentice, and his back strained, causing death in a few weeks.

Two sets of harness have been made, and five pack saddles. Moss was gathered to feed when at the station and also for sick deer.

The herd passed through the winter very successfully until March and April, when the snow froze so hard it was difficult to get at the moss.

The winter quarters will have to be moved to some place nearer good staking ground and feeding ground, and at the same time it is wanted as near the station as practicable, on account of delivering rations. The establishment of small cabins at various points over the island is recommended, so that the herd could be kept more closely around the herders' house, and have the herders living in the midst of the herd, the food to be carried to these cabins from either the mission or from a main station easily accessible by boat.

The October and November rations were sent at one time last year by boat, so that when December ration day arrived there was snow enough to sled. The April and May rations were sent down by sled, so that the June ones could be delivered by boat. It is believed the material for the walls of these cabins could be collected from driftwood along the north shore of the island.

Fawning began April 22 and continued throughout May. From 40 does more than 1 year old we had 38 fawns, 3 dying from accidents and 2 from other causes. Four fawns were from last year's fawns, of which 3 died in the cold.

Sepillu promises to make a good deer man; he is also very neat, and is far more thoughtful than the average young man of St. Lawrence Island. The other two boys are not so promising, though they will improve.

Teller Reindeer Station.—The winter was the coldest since 1894, but proved very fine weather for the reindeer. There were few hard storms; the fall of snow was light, and there was no thaw during the fall or early winter to cover the pasturage with a coating of ice. The spring came unusually early and was mild and dry, hence no fawns were lost because of cold and wet weather. Of the 276 fawns born, 240 lived. During the winter the herd was pastured on the Ahgeeopuk River, 6 miles below the usual winter quarters. During the summer they were kept 7 miles northwest from the station. From the Government herd at this station during the winter of 1901-2 two herds were sent to Kotzebue Sound, one for the Friends' Mission and the other for Alfred Nilima. Leaving the station November 12, they arrived at Kotzebue on December 16, 1901. On January 15, 1902, a herd of 100 reindeer was loaned to Per Spein and sent by the way of Golofnin Bay to Eaton Reindeer Station. On the 22d of July the Norwegian Evangelical Lutheran Synodical Mission at this station

loaned to Serawlook, Erlingnuk, and Ahmahkdoolik, apprentices, each 10 deer from the mission herd.

Golofnin.—If present plans are carried out the herd at this station will be increased during the winter by the addition of a herd loaned to Nils Klemetsen by the Government and also by the addition of the herd of Tatook, which is to be removed from Eaton to Golofnin.

Eaton (Unalaklik).—The herd has wintered as usual at South River, where they were driven early in November. At this place during the year a house was built by Ole Bahr for himself and family and a second house for the use of the native herders, jointly. Late in March the herd was driven from their winter quarters to the fawning ground on the east side of Shaktolik Bay, and, after fawning, were driven to their summer pasturage on Reindeer Peninsula. On December 6, 1901, the herd loaned to the Roman Catholics was started for its destination at Nulato in charge of Isak A. Bango. On the 10th of February, 1902, Per Spein, with his herd from Teller, arrived at this station, and on the 27th of February the herd of Mary Antisarlook arrived from Synrock. These two herds were combined, under the care of Mr. Spein, and driven to good pasturage near Tolstoi Point. During the year several Laplanders have been at this station, and the relations between them and the native herders have been entirely harmonious. Here, as elsewhere on the Bering Sea coast, the winter has been unusually pleasant, and spring came early and was free from wet, stormy weather.

One corner of the foundation of headquarters building seemed to be giving away, and arrangements were made for its repair.

Nulato.—The herd received from Eaton in December, 1901, was pastured during the winter at Nelenorotaloten, 2 miles below Nulato, on the banks of the Yukon. In the spring, before the breeding season commenced, they were driven to Rodo'oye, one of the western summits of the Kayar Mountain Range, 40 miles south of Nulato.

Kuskokwim.—This herd is kept in the mountains 100 miles distant from Bethel, the principal mission station. The distance from the station created some difficulty in sending provisions to the herders. The difficulty, however, will probably be overcome hereafter by transporting to the herd the provisions during the winter, when they can be transported by reindeer teams and sleds.

PURCHASE OF REINDEER.

In the fall of 1901 a report was published in the newspapers that the Russian Government had prohibited the further exportation of reindeer from Siberia to Alaska. Lest this prohibition should interfere with the proposed purchases of this Bureau, a request was made through the proper official channels to the Russian Government to allow the purchase of 300 head during the summer of 1902. This request was granted, with the proviso that payments for the reindeer should be made in coin instead of barter goods, as in former seasons.

When the revenue cutter *Bear* reached Baroness Korf Bay, northern Kamchatka, Siberia, large herds of reindeer were found grazing in the vicinity, and the nomadic owners were ready to sell a large number. But when they learned that the ship had no flour, calico, tobacco, housekeeping utensils, etc., to exchange for their deer, having never had any money in circulation among them and being unacquainted with either its uses or value, they declined to trade, and but 30 deer were secured.

I would respectfully suggest that an attempt be made to secure from the Russian Government such a modification of the terms that hereafter the United States may use barter goods instead of the coin when purchasing reindeer from a people who have no knowledge of the use of coin.

INSPECTION.

Last spring a communication was received from the collector of customs, Sitka, Alaska, calling attention to the law requiring that all animals imported from Asia

shall be taken to San Diego, Cal., for inspection before being allowed to land in America, with the statement that this would apply to the reindeer being introduced into Alaska. As it would be impracticable to bring the reindeer from Siberia between 3,000 and 4,000 miles by sea to San Diego for inspection and then return them from 3,000 to 4,000 miles back again to Alaska (the distance across from Siberia to Alaska is from 50 to 150 miles), I would suggest that arrangements be effected with the Secretary of the Treasury by which an inspector could accompany the revenue cutter and inspect the reindeer before leaving the Siberian coast.

In addition to the 30 deer procured by Captain Tuttle, of the revenue cutter *Bear*, on the coast of Siberia, 61 female deer were purchased from the herders, to enable them to purchase supplies for their families.

While but 30 were secured this season on the Siberian coast, the increase in the herds in Alaska by the birth of 1,654 fawns shows a very rapid and encouraging gain in numbers. Another encouraging feature is revealed by the accompanying statistical table, that there are at present 60 individual holders of domestic reindeer in Alaska, of whom 44 are Eskimo, the majority of whom have served a five years' apprenticeship and gained a competent knowledge of the management and care of reindeer.

Tabulated statement of reindeer in Alaska, July 1, 1902.

The following table shows the number of fawns born during the spring of 1902 and the number of domestic reindeer in the nine herds in Alaska July 1, 1902:

OWNERSHIP AT POINT BARROW.

Owners.	Adults.			Fawns.	Total.
	Male.	Female.	Total.		
Presbyterian Mission	49	60	109	29	a 238
Ahluik (Eskimo)	23	60	83	35	118
Electoona (Eskimo)	22	56	78	30	108
Ojello (Eskimo)	16	25	42	14	56
Tokpuk (Eskimo)	4	13	17	7	24
Segevan (Eskimo)	3	9	12	6	18
Panconeo (Eskimo)	2	9	11	7	18
Otpelle (Eskimo)	3	9	12	8	20
Ungawishok (Eskimo)	2	5	7	4	11
Powun (Eskimo)	2	5	7	5	12
Total	126	252	378	145	623

OWNERSHIP AT KOTZEBUE.

Friends Mission			109	51	b 160
A. Nilima (Finn)			99	46	c 145
Total			208	97	305

OWNERSHIP AT CAPE PRINCE OF WALES.

Congregational Mission				224	224
George Ootenna (Eskimo)	36	86	122	70	192
James Keok (Eskimo)	45	75	120	55	175
Stanley Kivyearzruk (Eskimo)	30	76	106	60	166
Thomas So-kwee-na (Eskimo)	19	46	65	35	100
Joseph E-nung-wo-uk (Eskimo)	9	16	25	10	35
Frank I-ya-tunk-uk (Eskimo)	9	14	23	7	30
Peter Ib-i-on-o (Eskimo)	1	10	11	7	18
John Sinrok (Eskimo)	2	2	4	1	5
Harry Karmun (Eskimo)	1	2	3	1	4
Ok-ba-ok (Eskimo)	5	10	15	4	19
E-ra-he-ruk (Eskimo)	5	9	14	5	19
Total	162	346	508	479	957

a Including 100 loaned by the Government.
 b Including 95 loaned by the Government.
 c Including 99 loaned by the Government.

OWNERSHIP AT GAMBELL (ST. LAWRENCE ISLAND).

Owners.	Adults.			Fawns.	Total.
	Male.	Female.	Total.		
Presbyterian Mission.....			116	34	c 150

OWNERSHIP AT TELLER.

Norwegian Mission.....	72	88	160	61	b 221
Tautook (Eskimo).....	55	39	94	49	143
Dunnak (Eskimo).....	21	27	48	29	77
Ablikak (Eskimo).....	24	46	70	55	125
Sekeoglook (Eskimo).....	11	16	27	41	68
Serawlook (Eskimo).....	1	10	11	.....	11
Erlingnuk (Eskimo) c.....	1	9	10	.....	10
Ahmahkdoolik (Eskimo).....	1	9	10	.....	10
Total.....	186	244	430	235	665

OWNERSHIP AT GOLOFNIN.

Swedish Mission.....	75	109	184	80	264
Constantin (Eskimo).....	7	14	21	6	27
Taktuk (Eskimo).....	6	14	20	7	27
Mrs. Dexter (Eskimo).....	2	2	4	2	6
Niis Klemetsen (Lapp).....	25	75	100	.....	b 100
John Natorak (Eskimo).....					
Albert Angotak (Eskimo).....					
Total.....	115	214	329	95	424

OWNERSHIP AT EATON.

Government.....	1	61	62	.....	113
Episcopal Mission.....					89
O. O. Bahr (Lapp).....	49	78	127	54	b 181
Okiikon (Eskimo).....	26	44	70	23	93
Tatpan (Eskimo).....	30	42	72	33	105
Nellagarook (Eskimo).....	12	21	33	17	50
Moses (Indian).....	30	64	94	57	50
Stephen Ivanoff (Eskimo).....	3	17	20	13	33
Captain Walker, U. S. Army.....	1		1		1
Swedish Mission.....	5		5		5
A. T. Lindseth.....	3		3		3
Mary Antiserlook (Eskimo).....			150	79	229
Kotoak (Eskimo).....			23	12	35
Angalook (Eskimo).....			23	12	35
Sagoomuk (Eskimo).....			29	13	33
Aseebuk (Eskimo).....			20	11	31
Avogook (Eskimo).....			7	4	11
Ann Kravinik (Eskimo).....			8	3	11
Total.....	160	327	778	381	1,122

OWNERSHIP AT NULATO.

Roman Catholic Mission.....	43	64	107	44	b 151
-----------------------------	----	----	-----	----	-------

OWNERSHIP AT KUSKOKWIM.

Moravian Mission.....	176	80	256	110	d 366
Niis P. Sara (Lapp).....	25	75	100	40	b 140
Per M. Spein (Lapp).....	24	71	95	44	b 139
Total.....	225	226	451	194	645
Grand total.....				1,654	5,143

a Including 70 loaned by the Government.
 b Including 100 loaned by the Government.

c Discharged.
 d Including 176 loaned by the Government.

THE INTRODUCTION OF REINDEER INTO ALASKA. 1263

Increase from 1892 to 1902.

	1892.	1893.	1894.	1895.	1896.	1897.	1898.	1899.	1900.	1901.	1902.
Total from previous year.....		143	323	422	743	1,000	1,132	1,877	2,538	2,792	3,464
Fawns surviving.....		79	145	276	357	466	625	638	756	1,120	1,654
Purchased during summer.....		171	124	120	123		161	822	29	500	30
Imported from Lapland.....							144				
Total October 1.....	171	346	588	891	1,100	1,466	2,062	2,837	3,323	4,412	5,148
Sold, butchered, and died..	23	23	95	148	100	434	185	299	531	948	1,148
Carried forward.....	143	323	492	743	1,000	1,132	1,877	2,538	2,792	3,464	.....

a One hundred and eighty deer killed at Point Barrow for food; 63 lost or killed en route.

TABLE OF HERDS LOANED BY THE GOVERNMENT.

A number of reindeer have been loaned by the Government to missionary societies and natives, the Government reserving the right, after a term of three to five years, of calling upon the mission station or individual for the same number of deer as composed the original herd loaned.

Herds at mission stations in Alaska.

	Number loaned.	In herd, 1902.	When loaned.	When due.
Congregational Mission, Cape Prince of Wales.....	118	224	Aug., 1894	
Swedish Evangelical Mission, Golofnin Bay.....	50	264	Jan. 16, 1896	
Protestant Episcopal Mission, Golofnin Bay.....	50	89	.....do.....	
Presbyterian, Point Barrow.....	169	.....	Sept., 1898	Sept., 1903
Presbyterian, St. Lawrence Island.....	70	150	July 30, 1900	July, 1905
Norwegian Evangelical Lutheran, Teller.....	160	221	Sept. 1, 1900	Sept., 1905
Roman Catholic, Nulato.....	169	151	Mar., 1901	Mar., 1906
Moravian, Bethel.....	88	188	Feb. 26, 1901	Feb., 1906
Moravian, Carmel.....	88	183	.....do.....	Do.
Friends Mission, Kotzebue.....	95	160	Sept. 2, 1901	Sept., 1906

Annual loan of herds to Laplanders.

	Location.	Year.	Males.	Females.	Total.
Ole Olesen Bahr.....	Eaton.....	1901	25	75	100
Nils Persen Sara.....	Kuskokwim.....	1901	25	75	100
Per Matthisen Spein.....	.....do.....	1901	25	75	100
Alfred Salmonsens Nilima.....	Kotzebue.....	1901	24	75	99
Nils Klemetsen.....	Golofnin.....	1902	25	75	100

Congressional appropriations for the introduction into Alaska of domestic reindeer from Siberia.

1894.....	\$6,000	1900.....	\$25,000
1895.....	7,500	1901.....	25,000
1896.....	7,500	1902.....	25,000
1897.....	12,000	1903.....	25,000
1898.....	12,500		
1899.....	12,500	Total.....	158,000

Expenditure of reindeer fund, 1901-2.

Amount appropriated	\$25,000.00
Salaries of employees	4,110.03
Supplies for stations	4,498.44
Freight	1,545.59
Traveling expenses	800.33
Photographs and electrotypes for report	7.00
Printing reindeer report, 1901, 1,000 copies.....	423.11
Expenses of Lieutenant Bertholf	1,523.93
Transportation of deer.....	11,546.55
Use of tug	150.00
Balance of outstanding liabilities	395.02
Total	25,000.00

THE CRUISE OF DR. WILLIAM HAMILTON, ASSISTANT AGENT.

The visit to the coast of Kamchatka for the purchase of reindeer and the extended tour of inspection of the schools and reindeer stations in the Bering Sea and Arctic Ocean regions was this season made by Dr. William Hamilton, the assistant agent. The following is an abstract of his itinerary:

Leaving Washington April 14, Dr. Hamilton joined the U. S. S. *Bear* at Seattle. Soon after leaving Seattle, May 1, the *Bear* struck the rocks in Seymour Narrows, in British Columbian waters, and put back to Seattle for repairs. On May 18, the repairs having been completed, the vessel made a second start, with Unalaska, on one of the Aleutian Islands of the same name, as her objective point, where she arrived May 30. Here Dr. Hamilton inspected the public schools, conferred with the teachers, and authorized much-needed repairs to the school buildings.

Leaving Unalaska June 3, the *Bear* headed for Siberia in order to visit Petropavlovsk, on the peninsula of Kamchatka, where it would be necessary for Captain Tuttle to obtain from the governor of that region permission to visit the villages along the Kamchatkan coast. Petropavlovsk was reached June 13. Here Captain Tuttle secured the sanction of the governor to the *Bear's* expedition, and American gold was exchanged for Russian rubles and kopecks to be used in payment for the reindeer.

After leaving Petropavlovsk, June 15, a severe gale was encountered, during which one of the *Bear's* boats was swept away by a great sea. On the shores of Baron Korf Bay, July 5, 30 reindeer were purchased and taken on board the *Bear* for transportation to Teller Reindeer Station, Port Clarence, Alaska. En route the *Bear* touched at St. Lawrence Island, July 9, where the school was visited. Dr. and Mrs. Edgar O. Campbell have just completed their first year on the island, and have done excellent work; Dr. Campbell's knowledge of medicine has greatly increased his influence. During the morning of July 11 the 30 deer, in excellent condition, were landed at Teller Reindeer Station.

Since leaving Seattle, May 18, the *Bear* had been entirely cut off from civilization, and had received no news from the outside world. At Nome, July 12, she again came in touch with civilization, and received very welcome letters and newspapers.

St. Michael, 60 miles north of the mouth of the Yukon, was visited July 14. Here Dr. Hamilton purchased a quantity of supplies for the reindeer station on Kotzebue Sound, the requisition for which had been received too late to be filled in the usual way.

At Nome, whither the *Bear* returned, he was received on board for passage to Teller Reindeer Station, where he arrived the following day. Here Mr. and Mrs. Hugh J. Lee, who were to succeed Mr. and Mrs. W. T. Lopp as the representatives of the

American Missionary Association at its mission at Cape Prince of Wales, joined the vessel. This westernmost point of the continent was reached during the afternoon of July 22, and Mr. and Mrs. Lee were safely landed through the surf, also the coal and supplies for the school and reindeer station.

From July 27 to August 2 the *Bear* cruised in the protected waters of Kotzebue Sound. During this time the coal, text-books, and apparatus for the school at the Friends' Mission, on Hotham Inlet, were delivered; visits were made to the new gold fields in the Candle Creek district, and, taking advantage of the fine weather and smooth water, Captain Tuttle ordered frequent drills and target practice.

On August 4 the vessel anchored off Point Hope, where she weathered a northeast gale. After landing some supplies for Dr. Driggs, the Episcopal missionary at this place, the *Bear* continued her voyage. At 9 a. m., August 9, Point Barrow, the extreme northern goal of the cruise, was reached. At this lonely outpost in the northwesternmost extremity of the continent there is a Presbyterian mission and a Government school. The missionaries and teachers are Dr. and Mrs. H. Richmond Marsh and the Rev. and Mrs. Samuel R. Spriggs. At this place, also, supplies for the school and station were landed by the *Bear*. Mr. and Mrs. Spriggs having completed a three-years term of service wished to return to civilization for a period of rest. They were received on board the *Bear* for passage to Nome, where they would take a mail steamer for Seattle.

On her return from Point Barrow the *Bear* anchored off Cape Blossom, Kotzebue Sound, where Mr. and Mrs. Robert Samms, from the Friends' Mission, came on board, also returning to civilization after good service among the Eskimos of the Kotzebue Sound region.

At Nome, August 20, the *Bear* was joined by the U. S. S. *Thetis*, commanded by Capt. Michael A. Healy. While in Bristol Bay the vessel had grounded on a sand bar and had strained her timbers. Captain Healy deemed it prudent to leave the waters of the Arctic before the arrival of the autumn storms, and Captain Tuttle promised to relieve him on the Nome Station. However, before doing so, it was necessary for the *Bear* to proceed to Dutch Harbor to recoal, her bunkers being almost empty. Accordingly, on August 22, the *Bear* started on a direct course for Dutch Harbor, where she arrived August 27.

Having completed his business in the Arctic, Dr. Hamilton left the *Bear* at this point, subsequently taking passage on the mail steamer *Newport* for Sitka. On the way he inspected the public schools at Unga, Kadiak, and Wood Island. At Sitka he had frequent conferences with Mr. William A. Kelly, superintendent of schools in the Sitka district, and inspected the two public schools at that place.

By the courtesy of Capt. Charles C. Fingar, Dr. Hamilton made the voyage from Sitka to Seattle on the U. S. S. *Rush*, arriving at the latter place October 29. He returned to Washington November 6, thus completing a tour of inspection covering about 18,000 miles.

REINDEER TRANSPORTATION.

A good impression as to the value of reindeer for transportation purposes has been created in the Good Hope country, on the shores of the Arctic Ocean. Last winter two miners at Nome purchased two sled deer from Mary Antisarlook. The deer were worked in harness like horses and hauled on sleds 790 pounds each from Nome to Good Hope, 250 miles. After reaching Good Hope they were used in delivering supplies from the stores to the miners' cabins in the neighborhood. During July, when supplies of provisions ran short, one of them was killed and sold for meat, and the other was made the pet of the camp.

From Cape Prince of Wales Reindeer Station, 11 deer were sold by the herders to the miners for transportation purposes; they were worked in harness like horses and each drew 700 pounds per load.

From the Teller Station an apprentice, Kozetuk, made two trips to Shishmaref Inlet district, a round trip of 400 miles, and one to Golofnin Bay and return (400 miles), carrying supplies for the miners. Another, Serawlook, made one trip to Shishmaref Inlet and one to Golofnin Bay. In addition to the above five trips numerous trips were made by the apprentices between the winter camp and station, a round trip of about 120 miles.

From Eaton Station the superintendent states in his report that two prospectors who attempted to freight their supplies from St. Michael to the Buckland River with dog teams, failed on account of not being able to procure food for the dogs. Returning to Unalaklik (Eaton), they hired Okitkon, who, with five of his deer and sleds, took them and their supplies to destination without difficulty.

REINDEER MAIL ROUTE.

During last winter Mr. J. L. Lindseth secured the contract for carrying the United States winter mail from Nome, via Teller, York, Cape Prince of Wales, Shishmaref Inlet, to Candle City and Deering, on the shores of the Arctic Ocean, a distance of 260 miles. This distance was made by him, with heavy loads of passengers and freight, in eight days, dog teams requiring fifteen to twenty days for the trip. His reindeer during the winter traveled 6,000 miles. The mail carriers were Amund Hansen, Isak Salamonsen Nikkila, and Johan Peter Johannesen. The latter, after carrying the mail for many years for the Norwegian Government in Lapland, north of the Arctic Circle, lost his life in carrying the mail in subarctic Alaska, getting lost in a blizzard and freezing to death. His reindeer team was afterwards found well and in good condition.

TRANSFER OF HERDS.

Early in November, 1901, at the Teller Reindeer Station, 100 deer were taken out of the Government herd as a loan for the Friends' Mission on Kotzebue Sound and 100 deer were loaned to Alfred Salamonsen Nilima, who was to have charge of the mission herd and the training of the Eskimo apprentices at Kotzebue. On the 11th of November the two herds were started from Teller Station with Mr. Howick, Tautook, and three boys assisting Mr. Nilima in driving the herd as far as Cape Prince of Wales. From Cape Prince of Wales the drivers returned to Teller and their places were taken by Mr. W. T. Lopp, assisted by George Ootenna, James Keok, and Stanley Kivyearzruk, who accompanied the herd to Kotzebue, a distance of some 200 miles, arriving there December 16, 1901. Three of the mission herd died before starting on the trip, and during the trip two fawns that were unable to keep up with the herd were killed, 95 deer arriving for the mission and 99 for Nilima's herd.

On the 23d of November a third herd of 98 deer (23 males, 75 females) was set apart from the Government herd at Teller Station for a loan to Mr. Per Spein, and on the 15th of January, 1902, Mr. Spein started to drive his herd to Eaton Station, a distance of 300 miles, arriving February 10. He was assisted by Tautook, Dunnak, Serawlook, and Kozetuk as far as Golofnin Bay, when the assistants returned to Teller.

At Eaton Station on the 6th of December, 1901, a herd of 100 was loaned to the Roman Catholic missions on the Yukon River and driven, under the supervision of Isak Bango for Julius Jetté, superintendent of the mission at Nulato. Mr. Bango was assisted in driving by Ole Bahr and Tatpan. Messrs. Bahr and Tatpan, at the end of the trip, returned to Eaton, while Isak Bango remained with the herd as instructor of the Eskimo apprentices.

In the early winter of 1901 Mary Antisarlook, widow of Charlie, being discouraged by the number of reindeer that were from time to time stolen from her herd, her pasture range being on the main route of miners between Nome and the mining regions near Kotzebue Sound, made up her mind to remove the herd from Synrock to Una-

laklik, where she could have better protection for her property. Upon the arrival of Mary's herd it was combined with Mr. Spein's, who took charge of the united herd, selecting suitable pasturage ground near Tolstoi Point.

REINDEER AND MISSIONS.

A good reindeer herd at a mission station in Arctic or sub-Arctic Alaska means—

First. The permanence of the mission. Without it the natives are away from home a larger portion of the year in search of food, and, since the advent of the miners, are inclined to leave their homes and congregate in the American villages at the mines, where they live by begging and immorality, and soon disappear from the face of the earth. With a good-sized herd of reindeer there is a reserve food supply to supplement the fish, seal, wild fowl, rabbits, caribou, and other products native to the country. The certainty of food supply retains them around the mission and continues them under its influence.

Second. It affords the missionary the opportunity of rewarding and encouraging those families that give evidence of being teachable, advancing in civilization, attentive to the instruction of the mission, and exemplary in their lives by establishing them in the reindeer industry, and thus greatly promoting their material interests.

Third. With the numerical increase of the herd at a mission station it becomes a source of revenue through the sale of the surplus males at remunerative prices to the miners and butchers. In a few years this revenue should be sufficient to entirely support the mission and thereby relieve the treasury of the central missionary society.

Fourth. The possession of a herd insures to the mission family a continuous supply of fresh meat. This to a family which, from the nature of things, is compelled to live largely upon salted and canned meats and canned vegetables is of no small benefit, promoting their comfort, health, and usefulness.

Fifth. Reindeer trained to harness and sleds greatly increase the efficiency and the comfort of the missionary in ministering to outlying native settlements.

Or, to sum up the whole matter, domestic reindeer make it possible to establish and sustain mission stations with success in localities that otherwise could not be reached.

COOPERATION OF TREASURY, STATE, AND WAR DEPARTMENTS.

The cooperation of the honorable the Secretary of the Treasury and of Capt. Charles F. Shoemaker, chief of the Revenue-Cutter Service, has been freely extended as in past years, granting transportation on the revenue cutters *Bear*, *Rush*, and *Thetis* to the general agent and assistant agent of education in Alaska; also to Government teachers and their supplies to various stations in Alaska that are inaccessible by ordinary commercial vessels.

The kindness of Capt. Francis Tuttle and the officers of the revenue cutter *Bear*, Capt. Michael A. Healy and the officers of the cutter *Thetis*, and Capt. Charles C. Fengar and the officers of the *Rush* was appreciated.

Thanks are due to the honorable the Secretary of War; Brig. Gen. M. L. Ludington, Quartermaster-General, and Capt. W. C. Cannon, U. S. Army, transport quartermaster and commissary in command of the Army transport *Warren*, for transportation from Seattle to Nome and for many kindnesses en route.

Thanks are also due to the honorable the Secretary of State and the Hon. Charlemagne Tower, ambassador to the Court of Russia, for procuring from the Russian Government permission to purchase reindeer in Siberia.

ITINERARY.

In accordance with instructions from the Commissioner of Education, dated June 20, 1902, I was directed to proceed to Teller Reindeer Station, Alaska, in order to adjust matters with the Laplanders, who were asking for loans of herds of reindeer

from the Government. I was also instructed while in those northern waters to visit Golofnin, Teller, Cape Prince of Wales, and Gambell reindeer stations; also, if the revenue cutter *Thetis* could be met, to visit the mouth of the Anadir River, Siberia, to confer with Siberian merchants of that region with regard to the purchase and sale of reindeer to the American Government. Accordingly I left Washington on the 27th of June, reaching Seattle on the 3d of July. Through the courtesy of the Secretary of War I was allowed to take passage for Nome on the U. S. Army transport *Warren*, sailing July 7. After a pleasant sea voyage of twelve days Fort Davis (Nome) was reached on the morning of July 19. Finding the revenue-cutter *Bear* (Capt. Francis Tuttle, commanding) in the harbor waiting for my arrival, I transferred at once to the *Bear*, and the same evening we proceeded to sea en route for Teller Reindeer Station, where we arrived and dropped anchor the following day. The surf being too heavy for a safe landing, I remained on board until the 22d, when I was able to go ashore at the reindeer station, the *Bear* at the same time raising anchor and starting on its Arctic trip to Point Barrow, calling at Cape Prince of Wales, Kotzebue, and Point Hope en route.

After inspecting the school and reindeer station at Teller, settling accounts with employees, and arranging matters for the coming year, on the 25th I took the steamer *Sadie* for Nome, arriving on the following day.

At Nome I had expected to go on board the revenue cutter *Thetis* (Capt. M. A. Healy, commanding), instructions having been sent Captain Healy by the Secretary of the Treasury to convey me to the Eaton and other reindeer stations along the coast of northern Bering Sea. Before my arrival Captain Healy, learning that the steamers *Jeanie* and *Portland*, crowded with passengers en route from Seattle to the mines, had got caught in the ice pack off St. Lawrence Island and had helplessly drifted northward through Bering Straits into the Arctic Ocean, at once went to sea to search for the missing vessels. Upon his return to Nome from the search, finding that his coal bunkers were nearly empty, he was compelled to return to Dutch Harbor for a fresh supply of coal, which prevented him from carrying out instructions to give me such transportation as I should need.

Accordingly, there was nothing left but to get along the coast to Unalaklik and Eaton as best I could. On July 30 passage was engaged on the steamship *Dora* from Nome to Golofnin Bay, where we arrived the following day. After inspecting the school and reindeer herd at the Golofnin Orphanage, a small schooner, built, owned, and managed by Eskimo boys, was engaged for passage to Unalaklik. The schooner was a very rude affair, being composed of hull and deck, without any partitions, floor, or ceiling inside of the hull. It was unseaworthy in case of a storm; but there was no other way of getting across Norton Sound, and I had to take my chances. Providentially the weather was pleasant, and we reached our destination at 2 a. m., August 3, without any mishap, having been forty hours at sea.

At Unalaklik the Laplanders had come in from the herds and were waiting my coming. On Monday, the 4th, the accounts of the previous year were audited with the reindeer employees and arrangements consummated for the coming year. On the morning of the 5th, there being a favorable wind, we started on our return trip to Golofnin. For a few hours we made fine time, then the wind died out, and we lay all day in a calm, making little or no progress. During the following night, however, a breeze came up which, as we rounded Cape Darby, reached almost the proportions of a gale, and it was with great difficulty that we reached smooth water inside Golofnin Bay. A landing was made at the Swedish Orphanage. After a little rest at the orphanage the trip was resumed up the bay to Chinik, where we arrived about 4 o'clock, forty-two hours from Unalaklik, and our arrival was timely. The gale had been gradually increasing during the day, and in less than an hour after we landed from the schooner she had dragged her anchors and with greatest difficulty was prevented from coming ashore.

On August 8, the steamship *Corwin* calling at Chinik, passage was taken to Nome, where we arrived at midnight, and a dangerous landing was made in a rowboat from the ship through the surf to the shore. The sailors who brought us to the shore were unable, on account of the storm, to return to the ship for twelve hours.

Having carried out my instructions, with the exception of the trip to Siberia, which was impracticable from the absence of the cutter from the Nome station, on the 16th of August I went on board the steamship *Ohio*, and on the same afternoon started for Seattle, where I arrived on the morning of the 24th. Leaving Seattle on the 25th, Washington was reached on the afternoon of September 10, completing a journey of 15,108 miles.

SHELDON JACKSON,
General Agent of Education in Alaska.

The COMMISSIONER OF EDUCATION.

CHAPTER XXXIV.

STATISTICS OF CITY SCHOOL SYSTEMS.

TABLE 1.—*Summary of statistics of cities containing over 8,000 inhabitants, showing increase from previous year.*

	1900-1901.	1901-1902.	Increase.	Percent of increase.
Number of city school systems.....	582	580	-2	-----
Enrollment.....	4,090,819	4,174,812	83,993	2.05
Aggregate number of days attendance.....	572,033,844	591,719,445	19,685,601	3.44
Average daily attendance.....	3,054,367	3,159,441	105,074	3.44
Average length of the school term, in days.....	187.3	187.3	0	-----
Enrollment in private and parochial schools.....	897,099	877,210	-19,889	2.22
Male supervising officers.....	2,416	2,492	76	3.15
Female supervising officers.....	2,317	2,533	216	9.32
Whole number of supervising officers.....	4,733	5,025	292	6.17
Number of male teachers.....	6,623	6,969	346	5.13
Number of female teachers.....	80,932	83,775	2,843	3.51
Whole number of teachers.....	87,561	90,744	3,183	3.64
Number of buildings.....	9,374	9,512	138	1.47
Number of seats.....	3,799,092	3,938,001	138,909	3.66
Value of school property.....	\$341,074,082	\$356,986,076	\$15,912,044	4.67
Expenditure for tuition.....	\$63,433,167	\$66,561,505	\$3,128,338	4.93
Total expenditure.....	\$107,663,785	\$111,159,665	\$3,495,880	3.25

c Decrease.

TABLE 2.—Summary, by States, etc., of enrollment, attendance, supervising officers, and teachers in cities containing over 8,000 inhabitants, 1901-2.

Cities of—	Number of city school systems.	Population, census of 1900.	Enrollment in public day schools.	Aggregate number of days' attendance of all pupils.	Average daily attendance.	Number of supervising officers.			Number of teachers.			Enrollment in private and parochial schools (largely estimated).
						Male.	Female.	Total.	Male.	Female.	Total.	
1	2	3	4	5	6	7	8	9	10	11	12	13
United States	580	25,293,143	4,174,812	591,719,445	3,159,441	2,492	2,533	5,025	6,969	83,775	90,744	877,210
North Atlantic Division:												
Maine	9	164,639	25,214	3,438,134	19,301	21	21	42	42	671	713	7,851
New Hampshire	9	158,920	21,722	2,730,666	15,607	16	15	31	41	466	507	9,664
Vermont	3	38,587	6,914	1,225,701	3,017	4	5	9	11	103	177	3,885
Massachusetts	57	2,140,539	392,530	56,397,453	298,518	200	140	340	727	8,136	8,923	69,373
Rhode Island	22	347,832	57,522	7,681,707	40,665	19	32	51	101	1,213	1,341	12,513
Connecticut	10	542,736	36,571	13,383,001	72,108	66	55	119	121	2,088	2,203	22,324
New York	50	4,987,059	841,761	117,029,398	635,143	501	778	1,279	1,169	15,997	17,166	131,689
New Jersey	28	1,100,936	189,181	26,166,917	136,751	182	119	301	3,871	4,015	4,015	.....
Pennsylvania	51	2,865,937	417,563	61,329,255	334,239	189	206	395	789	8,559	9,348	.....
South Atlantic Division:												
Delaware	1	76,508	11,230	1,633,674	8,421	2	4	6	9	274	283	300
Maryland	5	537,374	96,003	11,184,250	58,611	36	5	41	179	1,637	1,816	.....
District of Columbia	1	278,718	48,432	37,936	37,936	13	13	26	171	1,152	1,323	.....
Virginia	10	271,695	39,941	5,388,331	30,601	47	3	50	91	645	7,488	.....
West Virginia	4	73,603	13,757	1,839,958	10,314	8	4	12	30	298	328	1,565
North Carolina	8	104,447	14,831	1,651,949	9,157	9	9	18	21	177	198	.....
South Carolina	4	109,170	40,360	5,756,757	31,887	13	4	17	71	716	820	3,800
Georgia	7	287,965	11,570	1,173,520	7,943	8	0	8	35	242	277	4,550
Florida	4	79,129	11,570	1,173,520	7,943	8	0	8	35	242	277	4,550
South Central Division:												
Kentucky	9	362,959	50,549	7,224,012	38,733	34	35	69	90	960	1,050	13,413
Tennessee	6	269,918	37,719	5,051,049	28,078	31	5	39	72	628	6,100	6,100
Alabama	6	133,706	15,382	1,933,327	11,199	11	4	15	32	284	316	2,250
Mississippi	4	48,910	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Louisiana	3	314,386	33,933	4,954,763	27,109	11	13	24	31	806	837	.....
Texas	17	351,736	58,229	7,797,781	43,256	18	6	24	206	949	1,155	10,762
Arkansas	4	71,363	13,121	1,625,301	9,324	8	0	8	45	182	227	1,500

	2	20,043	5,424	635,541	3,570	2	0	2	11	99	110	750
Oklahoma.....												
Indian Territory.....												
North Central Division:												
Ohio.....	38	1,590,840	200,257	38,974,504	208,516	134	157	291	549	5,334	5,883	78,296
Indiana.....	24	607,851	104,578	14,690,105	81,357	69	69	138	297	2,219	2,516	28,927
Illinois.....	35	2,279,857	372,410	56,077,245	292,642	216	220	466	617	7,311	7,828	111,857
Michigan.....	29	736,124	140,655	20,581,462	108,013	72	135	207	195	2,980	3,175	34,479
Wisconsin.....	22	634,437	110,981	16,093,713	84,511	95	40	135	224	2,227	2,451	39,655
Minnesota.....	8	477,914	81,496	12,782,946	68,085	36	119	155	71	1,900	1,971	25,876
Iowa.....	21	382,712	73,668	10,405,975	57,182	57	56	113	103	1,756	1,859	12,010
Missouri.....	12	963,545	146,362	20,042,720	107,845	61	40	101	248	2,854	3,102	36,410
North Dakota.....	1	9,589	2,224	282,304	1,604	1	2	3	6	46	52	300
South Dakota.....	1	10,266	2,378	308,340	1,713	1	1	2	2	51	53	300
Nebraska.....	3	168,725	30,675	4,291,731	23,227	7	25	32	29	644	673	3,928
Kansas.....	11	205,207	42,716	5,661,162	32,109	17	15	32	98	708	806	.....
Western Division:												
Montana.....	4	65,623	14,127	1,904,822	10,689	10	15	25	15	293	308	2,237
Wyoming.....	2	22,294	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Colorado.....	9	245,556	47,738	6,212,698	33,980	34	20	54	64	893	957	2,907
New Mexico.....	1	7,531	1,424	124,476	759	2	0	2	1	20	21	467
Arizona.....	2	69,844	17,653	2,436,646	13,903	21	9	39	44	354	398	.....
Nevada.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Idaho.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Washington.....	5	173,120	33,826	4,734,726	25,480	34	23	57	37	685	722	2,938
Oregon.....	2	98,807	14,751	2,184,365	11,594	18	4	22	13	310	323	1,720
California.....	13	665,412	110,865	15,988,255	83,253	92	97	189	155	2,351	2,506	18,002
Alaska.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hawaii.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

TABLE 3.—Summary, by States, etc., of school property and expenditures in cities containing over 8,000 inhabitants, 1901-2.

Cities of—	Number of school build-ings.						Value of all public property used for school purposes.	Expenditure for supervision and teaching.	Expenditure for all purposes (loans and bonds excepted).
	2	3	4	5	6				
United States.....	9,512	3,938,001	\$556,986,076	\$66,561,565	111,159,665				
North Atlantic Division.....	4,662	1,927,144	190,857,570	35,513,105	59,950,066				
New England.....	663	263,612	14,498,331	3,436,613	5,398,312				
Middle Atlantic.....	568	265,333	11,467,366	2,483,299	3,539,463				
South Atlantic.....	3,016	1,319,453	116,489,394	20,729,416	35,112,492				
Western Division.....	583	222,459	23,673,415	4,369,072	7,158,732				
North Atlantic Division:									
Maine.....	185	26,578	1,759,161	326,294	753,191				
New Hampshire.....	123	20,011	2,115,554	283,927	451,039				
Vermont.....	33	6,963	631,200	85,034	155,084				
Massachusetts.....	1,386	371,674	49,829,285	6,897,146	11,630,446				
Rhode Island.....	252	58,683	5,001,669	839,545	1,403,027				
Connecticut.....	288	83,889	9,813,789	1,309,698	2,290,159				
New York.....	1,631	760,367	76,091,822	17,315,795	28,514,514				
New Jersey.....	316	173,009	12,220,564	2,731,603	4,367,113				
Pennsylvania.....	1,033	423,270	33,391,516	9,601,060	10,539,693				
South Atlantic Division:									
Delaware.....	29	10,952	975,643	138,249	227,838				
Maryland.....	146	81,475	3,484,302	395,428	1,703,537				
District of Columbia.....	139	41,013	4,600,810	359,061	966,506				
Virginia.....	83	36,971	1,481,141	132,336	274,976				
West Virginia.....	43		1,261,410						
North Carolina.....	19	12,653	353,300	95,379	141,628				
South Carolina.....	160	41,877	1,511,210	452,735	555,908				
Georgia.....	31	10,604	176,425	79,220	113,553				
Florida.....									
South Central Division:									
Kentucky.....	128	51,017	2,382,744	649,654	879,230				
Tennessee.....	74	32,821	1,641,373	381,219	511,650				
Alabama.....	40	12,203	809,000	138,378	329,359				
Mississippi.....									
Louisiana.....	80	32,584	1,915,000	394,212	575,116				
Texas.....	167	54,610	3,318,649	662,721	944,119				
Arkansas.....	35	11,497	680,000	119,565	169,888				
Oklahoma.....									
Indian Territory.....	12	4,600	275,000	46,125					

North Central Division:							
Ohio.....	519	208,409	24,486,052	4,081,942	7,253,370		
Indiana.....	279	102,993	7,631,359	1,553,097	2,626,999		
Illinois.....	628	338,419	33,468,714	6,565,619	10,992,115		
Michigan.....	367	133,867	11,628,743	1,886,587	3,193,230		
Wisconsin.....	289	109,487	7,591,251	1,444,120	2,065,179		
Minnesota.....	172	84,974	8,091,835	1,357,246	2,006,998		
Iowa.....	235	73,293	6,162,734	976,211	1,703,574		
Missouri.....	282	131,371	11,591,749	1,911,626	3,537,005		
North Dakota.....	7	2,500	250,000	33,258	61,898		
South Dakota.....	10	2,165	280,000	25,484	58,514		
Nebraska.....	67	29,801	2,891,000	456,224	881,417		
Kansas.....	120	42,204	2,409,908	437,942	722,183		
Western Division:							
Montana.....	45	14,575	1,301,512	259,165	509,196		
Wyoming.....	105	43,237	4,083,457	856,351	1,415,006		
Colorado.....	4	980	100,000	15,461	47,677		
New Mexico.....	41	15,529	1,538,191	248,543	454,360		
Arizona.....							
Utah.....							
Nevada.....							
Idaho.....							
Washington.....	75	31,112	3,313,155	505,932	1,202,325		
Oregon.....	35	16,514	1,354,416	232,974	351,876		
California.....	266	98,332	11,732,684	2,214,330	3,119,847		
Alaska.....							
Hawaii.....							

TABLE 4.—Comparative statistics of cities containing over 8,000 inhabitants, summarized by States, etc., 1901-2.

Cities of—	2	3	4	5	6	7	8	9	10	11	12	13	14
	Per cent. 17.4	Per cent. 75.7	Days. 141.7	Days. 187.3	Average number of pupils in attendance to each teacher.	Average number of teachers supervising each officer.	Average number of seats to each 100 pupils in attendance.	Average number of seats to a building.	Value of school property per capita of pupils in attendance.	Cost of teaching supervision per capita of pupils in attendance.	Total cost of schools per capita of pupils in attendance.	Average cost per day of tuition for one pupil.	Average daily expenditure per pupil for all purposes.
United States.....	15.7	75.2	141.7	188.4	31.8	18.1	124.7	414	\$112.99	\$21.07	\$55.18	11.25	18.79
North Atlantic Division:													
Maine.....	23.7	76.6	136.4	178.1	27.1	17.0	137.7	136	91.15	16.90	28.65	9.49	16.09
New Hampshire.....	30.8	71.9	125.7	174.9	30.8	16.4	128.2	163	135.53	18.19	28.89	10.40	16.52
Vermont.....	21.4	73.0	133.9	183.4	29.5	19.7	138.0	211	125.66	16.85	30.93	9.19	16.87
Massachusetts.....	16.1	82.3	186.1	189.6	33.4	26.2	124.5	269	166.93	23.11	39.13	12.19	20.61
Rhode Island.....	17.8	70.7	133.5	188.9	33.3	26.4	132.0	213	122.98	21.38	34.50	11.32	18.25
Connecticut.....	19.3	77.1	148.9	193.1	32.7	19.4	118.6	206	135.98	18.98	31.18	9.83	16.23
New York.....	13.4	73.1	139.0	190.3	35.8	13.1	123.6	728	123.71	28.15	40.41	11.80	24.40
New Jersey.....	13.6	72.3	138.3	191.3	34.1	13.3	126.5	547	89.33	13.99	31.92	10.45	16.69
Pennsylvania.....	72.3	74.7	137.0	183.3	35.8	23.7	128.4	411	95.88	16.33	31.31	9.23	17.18
South Atlantic Division:													
Delaware.....	2.6	75.0	145.5	191.0	29.8	47.2	130.1	378	115.86	16.42	27.06	8.46	13.95
Maryland.....	61.1	61.1	116.5	194.0	32.3	44.3	138.9	358	59.42	.....	.....	.....	.....
District of Columbia.....	13.8	78.5	138.1	176.0	28.7	50.9	127.8	295	121.07	23.83	44.83	13.51	25.37
Virginia.....	15.8	76.6	139.9	182.6	41.4	11.8	120.9	445	43.40	11.73	18.51	6.42	10.14
West Virginia.....	10.0	75.0	133.7	178.5	31.4	27.3	122.64	414	144.78	26.63	26.63	8.28	14.92
South Carolina.....	61.7	61.7	111.4	180.4	46.2	11.0	136.9	660	38.58	10.42	15.80	5.77	8.76
Georgia.....	8.6	79.0	142.6	180.5	38.9	48.2	131.3	262	47.39	14.20	17.43	7.87	9.66
Florida.....	28.2	68.7	101.5	147.9	28.7	34.6	133.5	342	22.21	9.97	14.80	6.74	9.66
South Central Division:													
Kentucky.....	21.0	76.6	142.9	186.5	36.9	15.2	131.7	398	61.52	16.77	22.70	8.99	12.17
Tennessee.....	13.9	74.4	133.9	179.9	40.1	17.9	116.9	414	58.47	13.57	18.22	7.55	10.13
Alabama.....	12.8	72.8	125.7	172.6	35.4	21.1	109.0	305	72.23	14.14	28.02	8.19	16.58
Louisiana.....	79.9	79.9	146.0	182.7	32.4	34.8	120.2	407	70.64	14.54	21.21	7.95	11.61

Texas	15.8	75.4	136.0	180.3	37.5	48.1	125.2	327	76.71	15.82	21.82	8.50	12.11
Arkansas	10.3	71.1	124.0	174.4	41.1	28.4	123.3	328	72.43	12.82	17.26	7.35	9.89
Oklahoma	12.1	65.8	117.2	178.0	32.5	55.0	128.9	383	77.03	15.72	.....	7.26	.....
North Central Division:													
Ohio	23.1	80.1	149.7	186.9	35.5	20.2	128.7	489	117.44	19.58	34.69	10.47	18.67
Indiana	21.7	77.8	140.4	180.6	32.3	18.3	126.6	369	93.80	19.09	32.42	10.57	17.95
Illinois	23.1	78.6	150.6	191.6	37.4	16.8	115.7	580	114.38	22.44	37.57	11.71	13.60
Michigan	19.6	76.8	146.3	190.6	34.0	15.3	124.0	365	107.67	17.47	29.57	9.17	15.52
Wisconsin	25.3	76.1	145.0	192.0	34.4	13.2	120.6	379	89.86	17.09	24.44	8.98	12.84
Minnesota	23.4	80.1	150.1	186.3	39.6	12.7	124.8	494	118.88	19.93	29.48	10.62	15.70
Iowa	14.6	77.6	141.3	182.0	30.7	16.4	128.1	312	107.78	17.07	29.79	9.38	16.26
Missouri	19.9	73.7	136.9	185.9	34.8	30.7	121.9	461	107.53	17.73	33.00	9.54	17.75
North Dakota	.....	72.1	126.9	176.0	30.8	17.3	155.9	357	155.86	20.73	38.59	11.78	21.93
South Dakota	11.2	72.0	129.7	180.0	32.3	26.5	126.3	217	163.46	14.88	34.16	8.27	18.98
Nebraska	11.4	75.7	139.9	184.8	34.5	21.0	128.3	445	124.45	19.64	37.94	10.63	20.54
Kansas	.....	75.1	132.5	176.3	39.8	25.2	131.4	352	75.05	13.64	22.49	7.74	12.76
Western Division:													
Montana	13.7	75.6	135.2	178.6	34.7	12.3	136.3	324	121.75	24.33	47.81	13.57	26.66
Colorado	5.7	71.2	130.1	182.8	35.5	17.7	127.2	412	120.47	25.20	41.61	13.78	22.77
Arizona	24.7	53.3	87.4	164.0	36.1	10.5	126.5	240	131.75	20.37	62.82	12.42	38.29
Utah	.....	78.8	138.1	175.3	34.9	13.3	111.7	353	110.66	17.88	33.41	10.20	19.65
Washington	8.0	75.3	140.0	185.8	35.3	12.7	122.1	415	130.02	19.86	47.19	10.68	25.39
Oregon	10.4	78.6	148.1	188.5	35.9	14.7	142.5	472	116.86	20.10	30.36	10.67	16.11
California	14.0	75.1	143.7	191.4	33.2	13.3	118.1	370	140.93	26.59	37.48	13.89	19.57

TABLE 5.—Summarized statistics of schools in cities of over 8,000 inhabitants from 1890-91 to 1901-2, inclusive.

Cities of—	Number of city school systems.	Enrollment in public day schools.	Aggregate number of days' attendance of all pupils.	Average daily attendance.	Number of supervising officers.	Number of teachers.			Number of school buildings.	Number of seats or sittings for study.	Value of public property used for school purposes.	Expenditure for supervision and teaching.	Expenditure for all purposes.	Enrollment in private and parochial schools (largely estimated).
						Male.	Female.	Total.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
United States:														
1890-91	412	2,627,275	364,687,603	1,884,474	2,463	8,874	48,557	52,481	6,478	2,306,674	\$184,507,058	\$83,266,128	\$56,936,447	728,900
1891-92	459	2,745,480	378,389,408	1,977,442	2,724	9,944	51,113	56,657	6,757	2,512,772	198,497,787	89,372,482	60,655,120	738,178
1892-93	473	2,876,866	394,017,038	2,066,880	2,894	4,298	58,224	62,929	6,743	2,688,522	205,388,077	93,317,888	65,861,388	778,910
1893-94	554	3,126,639	436,806,735	2,311,237	3,374	4,753	68,246	72,999	7,416	2,895,255	221,419,364	40,417,650	80,896,413	820,250
1894-95	574	3,302,841	462,490,038	2,431,967	3,685	5,023	61,970	66,963	8,106	3,119,277	236,631,394	44,153,760	74,721,352	848,760
1895-96	602	3,480,619	489,786,705	2,560,283	3,988	5,059	65,266	70,325	8,496	3,393,085	255,586,583	46,747,965	80,042,118	848,760
1896-97	626	3,594,675	507,622,259	2,683,259	3,998	5,773	68,341	74,117	8,004	3,583,405	287,425,289	48,772,485	84,806,092	824,069
1897-98	626	3,803,049	539,141,947	2,819,502	4,429	6,005	72,345	78,360	9,113	3,800,970	289,325,794	52,064,649	88,773,647	872,406
1898-99	632	3,920,467	550,909,973	2,931,679	4,590	6,302	76,348	82,650	9,367	3,635,486	312,698,690	53,689,787	98,413,046	913,369
1899-1900	568	3,949,561	553,118,781	2,946,978	4,742	6,319	77,310	83,623	9,190	3,665,313	322,777,996	59,183,966	99,457,234	929,337
1900-1901	582	4,090,819	572,039,844	3,054,367	4,783	6,629	80,952	87,561	9,374	3,794,092	341,074,032	63,433,167	107,063,785	897,099
1901-2	580	4,174,812	591,719,445	3,159,441	5,025	6,969	83,775	90,744	9,512	3,998,001	356,986,072	66,561,505	111,159,665	877,210
North Atlantic Division.														
1890-91	186	1,285,627	181,981,649	914,245	1,179	1,702	24,353	26,055	3,164	1,170,477	93,319,620	16,560,417	27,952,437	345,019
1891-92	191	1,333,698	185,030,311	950,363	1,262	1,687	25,438	27,125	3,219	1,231,862	97,070,586	17,330,426	30,065,685	354,353
1892-93	195	1,377,894	190,042,037	981,290	1,385	1,481	26,549	28,480	3,623	1,287,123	103,172,001	18,104,963	31,678,701	358,624
1893-94	219	1,512,594	209,650,142	1,075,938	1,516	1,984	27,782	29,766	3,683	1,376,385	116,183,026	19,293,607	33,306,973	379,402
1894-95	221	1,581,959	221,016,406	1,134,394	1,586	2,048	29,553	31,601	3,779	1,438,671	116,128,050	20,919,163	36,495,063	385,072
1895-96	233	1,639,631	232,118,588	1,186,738	1,769	2,026	30,744	32,770	3,852	1,515,877	125,616,060	22,294,477	40,754,876	373,689
1896-97	233	1,697,615	240,131,134	1,239,042	1,829	2,351	32,370	34,721	4,017	1,595,308	135,970,945	23,274,945	44,418,173	360,779
1897-98	236	1,785,738	256,768,172	1,329,602	2,065	2,386	34,341	36,727	4,268	1,626,891	149,529,234	25,130,926	48,088,193	401,655
1898-99	240	1,877,935	266,549,111	1,403,875	2,161	2,732	37,031	39,768	4,496	1,719,183	162,886,128	27,571,736	50,373,675	433,696
1899-1900	240	1,929,523	273,129,265	1,430,914	2,238	2,827	38,293	41,120	4,586	1,776,933	175,886,128	30,978,507	55,499,727	450,864
1900-1901	242	1,946,916	280,589,375	1,477,935	2,221	3,058	39,856	42,914	4,586	1,834,294	187,728,075	33,724,007	60,894,290	431,349
1901-2	242	2,046,001	289,832,744	1,537,500	2,367	3,145	41,257	44,402	4,682	1,927,144	190,857,570	35,543,105	59,950,666	380,276
South Atlantic Division:														
1890-91	37	192,890	27,556,177	148,831	110	411	3,462	3,873	460	180,727	8,577,207	2,147,475	3,278,942	50,001
1891-92	38	212,952	29,238,310	158,295	142	450	3,600	4,110	459	186,980	8,905,588	2,268,290	3,537,554	45,968
1892-93	38	218,872	28,400,197	134,790	166	440	3,928	4,368	451	206,001	10,048,445	2,497,697	3,473,077	49,901
1893-94	40	224,800	30,078,691	166,571	190	479	3,989	4,459	491	209,865	11,035,415	2,574,429	3,645,457	57,069
1894-95	43	234,274	31,973,121	178,563	183	520	4,385	4,959	594	221,787	10,469,461	2,756,147	3,790,233	51,946
1895-96	43	231,492	33,054,196	179,309	223	329	4,517	5,046	672	228,579	10,900,232	2,982,741	4,119,139	51,919
1896-97	43	234,737	34,366,949	181,826	229	500	4,744	5,304	662	246,612	11,365,166	3,013,502	4,202,826	47,392
1897-98	47	272,108	36,536,809	197,166	278	597	4,968	5,565	643	256,248	11,868,262	3,109,602	4,330,845	48,108

1898-99	46	273, 245	35, 208, 601	192, 029	295	574	5, 027	5, 601	637	259, 015	13, 342, 025	3, 278, 909	4, 550, 947	46, 112
1899-1900	43	271, 888	35, 144, 610	197, 351	291	543	5, 023	5, 366	682	257, 283	12, 869, 707	3, 319, 268	4, 092, 118	47, 865
1900-1901	44	278, 904	37, 844, 818	209, 138	245	601	5, 405	6, 096	685	263, 942	14, 180, 739	3, 386, 842	4, 851, 133	46, 587
1901-2	44	292, 113	37, 412, 810	205, 948	205	651	5, 405	6, 096	683	263, 942	14, 180, 739	3, 436, 612	5, 358, 312	42, 344
South Central Division:														
1890-91	37	148, 798	18, 951, 843	106, 044	172	299	2, 287	2, 386	359	122, 353	7, 863, 089	1, 523, 392	2, 210, 881	48, 909
1891-92	39	153, 025	19, 857, 396	107, 023	170	283	2, 493	2, 776	370	120, 118	7, 705, 290	1, 637, 110	2, 300, 369	49, 905
1892-93	41	164, 037	21, 967, 115	119, 229	138	301	2, 727	3, 088	370	150, 270	9, 476, 424	1, 884, 400	2, 579, 273	47, 631
1893-94	48	171, 386	23, 016, 276	127, 885	173	386	3, 030	3, 416	435	164, 096	9, 141, 329	1, 950, 837	2, 896, 787	48, 750
1894-95	51	181, 464	22, 808, 422	126, 260	248	379	3, 130	3, 600	465	164, 096	9, 217, 943	2, 110, 907	2, 965, 750	44, 113
1895-96	53	190, 306	24, 980, 505	138, 250	247	403	3, 257	3, 600	465	191, 780	9, 207, 437	2, 188, 358	3, 168, 370	46, 008
1896-97	58	193, 874	25, 338, 650	142, 952	204	442	3, 296	3, 738	484	183, 008	9, 282, 814	2, 133, 725	3, 175, 376	47, 856
1897-98	55	203, 700	25, 997, 085	149, 027	230	486	3, 540	4, 026	587	187, 052	10, 185, 218	2, 251, 220	2, 994, 613	49, 989
1898-99	54	210, 848	26, 006, 689	150, 907	204	489	3, 663	4, 132	594	186, 544	10, 328, 769	2, 341, 240	3, 199, 791	46, 795
1899-1900	50	209, 706	27, 340, 326	151, 326	206	458	3, 616	4, 074	520	186, 544	10, 328, 769	2, 309, 323	3, 343, 596	41, 872
1900-1901	51	218, 549	28, 581, 684	159, 407	208	474	3, 892	4, 396	553	199, 369	11, 008, 796	3, 401, 700	3, 230, 321	41, 478
1901-2	51	223, 538	30, 447, 823	167, 816	197	501	4, 079	4, 580	558	205, 333	11, 467, 366	3, 401, 700	3, 539, 463	41, 438
North Central Division:														
1890-91	155	854, 615	117, 701, 860	621, 409	848	1, 239	16, 095	17, 334	2, 119	804, 638	60, 731, 816	10, 845, 838	19, 114, 726	250, 668
1891-92	165	897, 167	124, 236, 074	663, 921	947	1, 315	16, 931	18, 246	2, 297	845, 086	64, 031, 960	11, 073, 823	20, 057, 510	280, 439
1892-93	173	959, 591	132, 258, 316	702, 158	985	1, 342	18, 200	19, 512	2, 362	915, 185	67, 085, 358	12, 000, 751	22, 980, 728	295, 051
1893-94	213	1, 066, 556	150, 775, 295	795, 130	1, 268	1, 551	20, 369	21, 920	2, 635	1, 014, 073	77, 961, 101	13, 962, 787	25, 399, 773	313, 168
1894-95	224	1, 137, 872	161, 785, 375	864, 235	1, 427	1, 670	21, 719	23, 089	2, 774	1, 130, 988	82, 973, 343	15, 321, 915	26, 645, 629	333, 215
1895-96	237	1, 208, 248	173, 257, 180	918, 318	1, 423	1, 775	23, 310	25, 085	2, 878	1, 256, 360	90, 802, 930	16, 179, 769	27, 144, 150	350, 708
1896-97	237	1, 247, 867	180, 438, 070	958, 083	1, 468	1, 996	24, 197	26, 193	3, 013	1, 472, 948	93, 050, 452	16, 990, 866	28, 393, 396	348, 417
1897-98	250	1, 324, 002	190, 896, 400	1, 016, 647	1, 557	2, 045	25, 407	27, 512	3, 037	1, 281, 562	98, 835, 570	17, 878, 721	27, 781, 526	350, 462
1898-99	244	1, 345, 932	193, 380, 357	1, 026, 364	1, 616	2, 107	25, 418	28, 525	3, 088	1, 281, 562	105, 449, 258	18, 837, 066	30, 513, 048	360, 310
1899-1900	201	1, 322, 506	187, 675, 539	1, 006, 714	1, 648	2, 161	25, 212	28, 373	2, 872	1, 244, 267	103, 738, 368	18, 642, 461	30, 017, 331	363, 113
1900-1901	206	1, 345, 440	193, 693, 942	1, 039, 712	1, 689	2, 147	27, 246	29, 333	2, 971	1, 288, 995	107, 562, 153	19, 805, 331	32, 292, 022	361, 776
1901-2	205	1, 371, 398	200, 195, 207	1, 066, 804	1, 675	2, 339	28, 030	30, 369	3, 016	1, 319, 453	116, 489, 394	20, 729, 446	35, 112, 492	380, 188
Western Division:														
1890-91	27	135, 415	18, 296, 074	93, 945	154	223	2, 360	2, 383	376	118, 479	14, 075, 323	2, 189, 006	4, 379, 461	29, 393
1891-92	26	145, 988	20, 027, 317	103, 178	203	209	2, 591	2, 800	412	128, 726	15, 911, 363	2, 462, 907	4, 594, 052	23, 508
1892-93	26	156, 538	20, 899, 373	109, 381	220	224	2, 820	3, 044	424	134, 424	17, 085, 819	2, 630, 027	5, 267, 009	21, 073
1893-94	33	171, 723	23, 286, 331	122, 013	227	353	3, 085	3, 468	498	147, 946	18, 485, 743	2, 935, 970	6, 669, 473	24, 881
1894-95	35	182, 972	24, 866, 705	133, 485	241	336	3, 233	3, 569	489	163, 735	17, 836, 733	3, 017, 574	4, 824, 321	30, 259
1895-96	36	190, 882	26, 146, 236	138, 718	276	326	3, 438	3, 764	529	176, 508	18, 994, 934	3, 152, 540	4, 860, 009	24, 406
1896-97	36	200, 582	27, 287, 456	148, 151	268	424	3, 737	4, 161	518	185, 329	18, 048, 706	3, 367, 547	5, 075, 581	20, 635
1897-98	39	217, 351	29, 003, 481	157, 060	298	491	4, 039	4, 460	572	190, 247	19, 430, 372	3, 694, 756	5, 518, 958	22, 132
1898-99	38	213, 137	29, 255, 215	158, 304	314	400	4, 209	4, 630	552	194, 429	20, 333, 696	3, 660, 836	5, 613, 585	26, 456
1899-1900	31	215, 638	29, 829, 010	160, 490	350	330	4, 166	4, 590	530	200, 286	20, 921, 969	3, 934, 007	5, 904, 502	25, 626
1900-1901	37	231, 010	31, 324, 025	168, 175	357	349	4, 533	4, 982	579	212, 492	21, 591, 246	4, 067, 287	6, 296, 019	27, 949
1901-2	38	241, 732	33, 830, 863	181, 373	381	333	4, 964	5, 297	583	222, 459	23, 678, 415	4, 369, 072	7, 158, 732	30, 120

TABLE 6.—Comparative statistics of cities containing over 8,000 inhabitants, summarized by States, etc., 1901-2.

Cities of—		1	2	3	4	5	6	7	8	9	10	11	12	13	14
		Ratio of private-school enrollment to enrollment in all schools, (public and private.)	Ratio of attendance to enrollment (public schools).	Average number of days' attendance of each pupil enrolled.	Average length of school term.	Average number of pupils in attendance to each teacher.	Average number of teachers to each pupil in attendance.	Average number of seats to each pupil in attendance.	Value of school property to a pupil in attendance.	Cost of teaching and supervision per capita of pupils in attendance.	Total cost of schools per capita of pupils in attendance.	Average cost per day of tuition for one pupil.	Average daily expenditure per pupil for all purposes.		
		Per cent.	Per cent.	Days.	Days.	Days.	Days.	Days.	Per cent.	Per cent.	Per cent.	Cents.	Cents.	Cents.	Cents.
United States:															
1891-92.....		21.5	72.1	137.9	191.5	35.9	20.2	126.5	371	\$97.92	\$16.83	\$28.80	\$8.79	15.04	
1892-93.....		21.2	71.9	137.0	190.6	35.3	20.2	130.3	387	99.32	18.29	31.92	9.60	16.75	
1893-94.....		20.8	72.9	139.7	191.5	36.2	18.7	127.1	374	100.15	17.85	30.64	9.82	16.00	
1894-95.....		20.3	73.6	140.0	190.1	36.4	18.2	128.3	385	97.30	18.16	30.72	9.55	16.16	
1895-96.....		19.6	73.5	140.7	191.4	36.4	17.9	131.6	397	97.84	18.26	31.26	9.54	16.34	
1896-97.....		18.7	74.9	141.2	188.5	36.3	18.5	125.7	385	99.30	18.11	31.51	9.61	16.72	
1897-98.....		18.7	74.9	141.8	189.2	36.3	17.7	122.9	384	101.55	18.27	31.16	9.66	16.47	
1898-99.....		18.9	74.8	140.5	187.9	35.5	18.0	124.0	389	106.65	18.99	31.86	10.11	16.96	
1899-1900.....		19.1	74.6	140.3	187.7	35.2	17.6	124.4	389	109.53	20.10	33.78	10.70	17.99	
1900-1901.....		18.0	74.7	139.8	187.3	34.9	18.5	124.4	405	111.67	20.77	35.25	11.09	18.82	
1901-2.....		17.4	75.7	141.7	187.3	34.8	18.1	124.7	414	112.99	21.07	35.18	11.25	18.79	
North Atlantic Division:															
1891-92.....		21.0	71.1	138.5	194.7	35.0	21.5	128.5	383	102.25	18.23	31.63	9.37	15.24	
1892-93.....		20.7	71.2	138.0	193.7	34.5	20.6	131.2	388	105.15	18.45	32.28	9.32	16.67	
1893-94.....		20.3	72.1	140.4	194.8	35.1	18.8	127.9	374	103.45	17.93	30.95	9.20	15.89	
1894-95.....		19.8	72.6	141.5	194.8	35.9	19.9	126.8	381	102.37	18.44	32.17	9.46	16.51	
1895-96.....		18.5	72.4	141.5	195.6	36.2	18.5	127.7	384	105.83	17.93	34.34	9.60	17.56	
1896-97.....		17.5	74.2	141.5	190.7	36.2	19.0	127.8	401	107.98	18.49	35.28	9.69	18.50	
1897-98.....		18.4	74.5	143.8	193.0	36.2	18.4	122.4	381	112.45	18.90	36.17	9.79	18.73	
1898-99.....		18.8	74.8	141.9	189.9	35.2	17.8	122.5	382	116.00	19.64	37.31	10.35	18.01	
1899-1900.....		18.9	74.2	141.6	190.9	34.8	18.4	124.2	387	122.92	21.65	38.80	11.34	20.32	
1900-1901.....		17.4	74.4	140.5	189.9	34.4	19.3	124.1	400	127.02	22.85	41.20	12.04	21.70	
1901-2.....		15.7	75.2	141.7	188.4	34.6	17.3	125.3	411	124.14	23.12	38.99	12.27	20.69	
South Atlantic Division:															
1891-92.....		17.8	72.0	137.3	190.7	37.3	28.9	121.9	407	58.37	14.79	23.08	7.75	12.10	
1892-93.....		18.6	70.7	131.7	188.3	33.4	26.3	133.1	457	64.90	16.14	22.45	8.68	12.05	
1893-94.....		18.8	71.6	134.0	187.3	36.0	23.5	130.1	436	68.85	16.03	22.69	8.56	12.12	
1894-95.....		17.8	72.5	139.0	184.2	35.2	22.6	127.8	373	60.31	15.88	21.84	8.62	11.82	
1895-96.....		17.1	70.9	133.9	184.2	35.3	22.6	128.2	340	63.49	16.35	23.10	8.71	12.23	
1896-97.....		15.7	72.6	134.9	185.3	34.8	23.1	133.4	373	52.86	16.31	22.74	8.77	12.20	
1897-98.....		15.0	72.5	134.3	185.3	35.4	20.0	136.8	389	57.49	15.77	22.26	8.51	12.02	
1898-99.....		13.0	73.3	138.9	183.4	34.3	19.0	131.8	337	69.50	17.08	23.70	9.31	13.39	
1899-1900.....		14.0	72.6	129.2	178.1	36.3	19.1	130.3	377	65.22	16.82	23.77	9.44	13.35	

1900-1901.....	13.5	70.0	126.6	181.0	34.8	24.4	126.2	385	67.51	16.13	23.67	8.55	13.08
1901-2.....	12.6	70.5	128.1	181.7	33.8	23.7	128.0	380	70.40	16.63	26.21	9.19	14.43
North Central Division:													
1891-92.....	24.4	70.7	133.2	185.5	38.5	16.4	126.2	324	72.01	15.30	21.50	8.25	11.58
1892-93.....	22.5	72.7	131.9	184.2	38.6	22.4	126.0	379	66.73	15.81	21.62	8.58	11.74
1893-94.....	21.1	74.4	125.6	180.4	37.3	19.7	130.0	344	71.07	15.65	22.42	8.48	12.46
1894-95.....	18.8	69.6	124.9	180.6	36.0	14.1	130.0	319	73.24	16.72	23.49	9.26	13.00
1895-96.....	20.1	72.7	129.2	177.8	37.8	18.7	138.6	412	66.60	15.79	22.87	8.88	12.87
1896-97.....	19.6	73.6	131.0	178.2	38.1	18.3	128.3	394	65.17	14.96	19.47	8.40	10.83
1897-98.....	19.7	73.2	127.6	174.4	37.0	17.5	125.9	350	68.49	15.10	20.10	8.63	11.52
1898-99.....	18.2	71.6	125.8	175.6	36.4	20.4	124.1	315	71.03	15.51	20.91	8.83	11.92
1899-1900.....	16.6	72.3	130.4	180.5	37.2	19.8	123.1	341	68.17	15.24	22.07	8.46	12.23
1900-1901.....	15.9	72.9	130.8	179.3	36.5	21.0	125.1	341	69.06	15.07	20.26	8.40	11.30
1901-2.....	16.6	75.4	136.2	181.5	36.6	23.2	122.4	348	68.33	14.80	21.09	8.15	11.62
North Central Division:													
1891-92.....	23.8	74.0	138.5	187.2	36.4	19.3	127.4	368	96.50	17.63	30.21	9.40	16.14
1892-93.....	23.6	73.2	137.8	188.4	35.9	19.8	130.4	388	95.54	17.95	32.73	9.53	17.37
1893-94.....	22.8	74.6	141.4	180.6	36.3	17.3	127.6	385	98.05	17.56	31.93	9.26	15.85
1894-95.....	22.7	78.0	142.2	187.9	37.0	16.4	130.9	408	96.01	17.73	30.83	9.47	16.47
1895-96.....	22.5	76.0	143.4	188.6	36.6	17.6	136.8	437	98.90	17.62	29.55	9.24	15.67
1896-97.....	21.8	76.8	144.6	188.9	36.6	17.8	122.3	403	97.06	17.71	29.62	9.41	15.74
1897-98.....	20.9	76.2	144.2	187.8	37.0	17.7	122.6	410	97.23	17.69	27.33	9.37	14.55
1898-99.....	21.1	76.2	143.7	188.5	36.1	17.6	124.9	415	102.75	18.35	29.73	9.74	15.78
1899-1900.....	21.5	76.3	142.7	186.3	35.5	17.2	123.6	433	103.07	18.51	29.81	9.93	15.90
1900-1901.....	21.2	77.3	144.0	186.3	35.4	17.3	124.4	434	103.46	19.05	29.81	10.22	16.67
1901-2.....	21.7	77.8	146.0	187.6	35.1	18.1	123.7	437	109.20	19.43	32.91	10.35	17.51
Western Division:													
1891-92.....	13.9	70.7	137.1	194.1	36.9	13.8	124.8	312	151.00	23.87	44.52	12.30	22.95
1892-93.....	13.5	69.9	133.5	191.1	35.9	13.8	123.4	318	156.22	24.05	48.16	12.50	25.21
1893-94.....	12.7	71.1	135.6	190.8	35.3	13.1	121.3	317	151.07	23.07	38.26	13.61	20.65
1894-95.....	14.2	73.2	136.4	186.3	37.4	14.8	122.7	335	133.40	22.83	36.13	12.30	19.49
1895-96.....	11.3	72.6	136.9	188.4	36.9	13.6	127.2	354	136.36	22.72	34.02	12.86	18.58
1896-97.....	9.3	73.8	136.0	184.2	35.6	15.5	125.2	359	121.83	22.73	34.26	12.31	18.60
1897-98.....	9.2	72.3	133.4	183.4	34.1	14.8	121.2	352	123.70	23.32	35.14	12.74	19.00
1898-99.....	11.0	74.4	137.3	184.7	34.4	14.7	122.7	352	124.40	23.10	35.43	12.51	19.19
1899-1900.....	10.6	74.3	138.2	185.9	35.7	12.5	124.8	379	121.20	23.19	36.79	13.19	19.79
1900-1901.....	10.8	72.8	135.6	186.3	34.4	13.7	126.4	367	122.46	23.47	37.41	12.93	20.10
1901-2.....	11.1	75.0	140.0	186.5	34.2	13.9	122.7	382	120.53	24.09	39.47	12.91	21.16

TABLE 7.—Statistics of population, school enrollment, and attendance in cities of over 8,000 inhabitants, 1901-2.

City.	Total population, census of 1900.	School population.		Pupils in private and parochial schools (largely estimated).	Different pupils enrolled in public day schools.			Number of days the schools were actually in session.	Aggregate number of days' attendance of all pupils in public day schools.	Average daily attendance in public day schools.	
		School census age.	Children of school census age.		Male.	Female.	Total.				
1	2	3	4	5	6	7	8	9	10	11	
ALABAMA.											
1	Anniston*.....	9,695					777	178	74,261	436	
2	Birmingham.....	38,415	7-21	11,009	600	2,491	3,031	5,522	697,226	3,917	
3	Huntsville.....	8,068	7-21	2,300	250	356	335	691	92,820	510	
4	Mobile.....	38,469									
5	Montgomery.....	30,346	7-21	5,312	400	1,274	1,609	2,883	373,002	2,247	
6	Selma.....	8,713	6-21	4,500	* 200	475	634	1,109	144,018	889	
ARIZONA.											
7	Tucson.....	7,531	6-21	2,477	467	782	642	1,424	164	124,476	759
ARKANSAS.											
8	Fort Smith.....	11,587	6-21	* 4,967	* 600	1,238	1,381	2,619	177	354,194	2,001
9	Hot Springs*.....	9,973	6-21	3,800	100	1,220	1,342	2,562	160	272,000	1,700
10	Little Rock*.....	38,307	6-21	11,112	500	2,527	2,967	5,494	177	709,947	4,011
11	Fine Bluff.....	11,496	6-21	4,750	300	1,062	1,384	2,446	*180	290,160	1,612
CALIFORNIA.											
12	Alameda.....	16,464	5-17	4,132	280	1,641	1,657	3,298	198	504,075	2,546
13	Berkeley.....	13,214	5-17	3,717	278	1,594	1,638	3,232	193	542,717	2,869
14	Fresno.....	12,470	5-17	3,445	145	1,480	1,556	3,036	177 ³	387,053	2,133
15	Los Angeles.....	102,479	5-17	26,000	* 2,132	11,180	11,302	22,482	185	3,160,725	17,085
16	Oakland.....	66,960	5-17	17,556	1,668	5,885	6,457	12,342	198	1,647,018	8,319
17	Pasadena.....	9,117	5-17	3,016	207	1,329	1,356	2,685	171	358,242	2,095
18	Riverside*.....	7,973	5-17	1,881	25	747	765	1,512	170	203,993	1,199
19	Sacramento.....	29,282	5-17	6,237	460	2,403	2,446	4,849	181	716,579	3,959
20	San Diego.....	17,700	5-17	3,539	177	1,682	1,685	3,367	170	445,230	2,619
21	San Francisco.....	342,782	5-17	82,391	10,112	23,024	22,496	45,520	200	6,767,600	33,838
22	San Jose.....	21,500	5-17	5,850	799	2,113	2,353	4,466	190	638,718	3,361
23	Stockton.....	17,506	5-17	3,385	338	1,290	1,385	2,675	173	356,648	2,061
24	Vallejo.....	7,965	5-17	1,888	351	705	676	1,381	189	209,657	1,109
COLORADO.											
25	Colorado Springs.....	21,085	6-21	7,319	300	2,780	3,016	5,796	189	784,728	4,152
26	Cripple Creek school district	b 50,000	6-21		200	1,890	2,240	4,130	174	678,600	3,900
	Denver:										
27	District No. 1.....		6-21	20,472		7,475	7,865	15,340	185	1,867,205	10,093
28	District No. 2.....		6-21	9,674	350	3,612	3,807	7,419	181	956,243	5,279
29	District No. 7.....	133,859	6-21	1,493	0	568	582	1,150	184	148,720	803
30	District No. 17.....		6-21	8,425	757	2,634	2,725	5,359	184	718,704	3,906
31	Leadville.....	12,455	6-21	2,924	500	982	1,008	1,990	185	285,107	1,541
	Pueblo:										
32	District No. 1.....		6-21	5,777		1,497	1,644	3,141	186 ²	376,511	2,051
33	District No. 20.....	* 28,157	6-21	6,552		1,610	1,803	3,413	176	396,880	2,255
CONNECTICUT.											
34	Ansonia.....	12,681	4-16	3,241	154			2,599	190	403,333	2,200
35	Bridgeport.....	70,996	4-16	17,369	* 2,500	6,744	6,892	13,576	184	1,672,192	9,088
36	Bristol.....	9,643	4-16	2,168	49	1,071	1,010	2,081	196	296,352	1,512
37	Danbury*.....	c 19,474	4-16	4,551	608			3,017	196		
38	Hartford.....	79,850	4-16	17,130	* 4,132			12,058	190	1,817,540	9,566
	Manchester:										
39	Town schools*.....		f.....	1,179				1,010	190		
40	Ninth district.....	10,601	4-16	1,448	0	752	849	1,601	185 ²	212,743	1,141
41	Meriden.....	d 28,695	4-16	6,903	1,614			4,165	200	697,400	3,487
42	Middletown.....	9,589	4-16	2,032	500			1,308	182	199,290	1,095

* Statistics of 1900-1901.

a Estimated.

b Estimated population of the district.

c Population of the town of Danbury.

d Population of the town of Meriden.

TABLE 7.—Statistics of population, school enrollment, and attendance in cities of over 8,000 inhabitants, 1901-2—Continued.

City.	Total population, census of 1900.	School population.		Pupils in private and parochial schools (largely estimated).	Different pupils enrolled in public day schools.			Number of days the schools were actually in session.	Aggregate number of days' attendance of all pupils in public day schools.	Average daily attendance in public day schools.	
		School census age.	Children of school census age.		Male.	Female.	Total.				
1	2	3	4	5	6	7	8	9	10	11	
CONNECTICUT—cont'd.											
43 Naugatuck	10,541	4-16	2,882	500	943	990	1,933	187	261,707	1,399	
44 New Britain	25,998	4-16	6,389	1,650	2,454	2,679	5,133	185½	774,978	4,176	
45 New Haven	108,027	4-16	29,830	3,065	9,265	8,911	18,176	200	3,008,403	15,017	
46 New London	17,548	5-16	3,283	850	.....	.....	2,669	189	381,780	2,020
47 Norwich *	19,932	4-16	3,763	531	.....	.....	3,763	200	.....	.....
48 Norwich: Central district.....	17,251	4-16	1,577	400	.....	.....	1,342	189	196,749	1,041
49 West Chelsea district.....											
50 Stamford *	15,997	4-16	4,377	100	.....	.....	979	189	137,640	729
51 Torrington	12,453	4-16	3,035	924	1,209	1,831	1,848	3,679	191	521,048	2,728
52 Vernon a *	8,483	4-16	1,900	350	.....	.....	1,912	192	279,168	1,454
53 Wallingford *	9,001	4-16	2,028	.....	.....	.....	1,369	180	.....	.....
54 Waterbury	45,859	4-16	11,865	2,093	8	.....	2,092	196½	.....	.....
55 Windham b	10,137	4-16	2,145	886	3,929	3,798	7,687	192½	1,201,681	6,242
.....	.....	.....	.....	.....	.....	.....	1,422	.....	.....	1,173
DELAWARE.											
56 Wilmington	76,508	6-21	12,000	300	.....	.....	11,230	194	1,633,674	8,421
DISTRICT OF COLUMBIA.											
57 Washington	278,718	.....	.....	.....	22,694	25,738	48,432	176	6,687,296	37,996
FLORIDA.											
58 Jacksonville *	28,429	6-20	.....	.....	2,481	2,726	5,207	140	504,700	3,605
59 Key West	17,114	6-21	6,000	2,000	918	1,018	1,930	160	164,800	1,030	
60 Pensacola	17,747	6-21	4,500	500	1,115	1,276	2,391	165	276,540	1,676	
61 Tampa	15,839	6-21	.....	450	867	1,175	2,042	140	228,480	1,632
GEORGIA.											
62 Athens	10,245	6-18	3,111	.....	717	890	1,607	172	183,511	1,073
63 Atlanta	89,872	6-18	* 18,299	.....	5,874	6,713	12,587	186	1,989,645	10,428
64 Augusta	89,441	6-18	12,745	2,400	.....	.....	5,715	185	898,545	4,857
65 Brunswick	9,081	6-18	3,724	200	596	684	1,280	160	* 146,240	* 914	
66 Columbus	17,614	6-18	4,375	300	1,400	1,434	2,834	177	395,418	2,234	
67 Macon c	50,473	6-18	14,008	900	3,391	3,873	7,264	179	1,010,252	5,588	
68 Savannah d	71,239	6-18	17,208	.....	4,194	4,879	9,073	174	1,183,146	6,793
ILLINOIS.											
69 Alton	14,210	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	
70 Aurora:	24,147	6-21	5,999	1,218	1,452	1,451	2,903	193	437,530	2,267	
71 East side											
72 West side .....	.....	6-21	1,701	0	681	749	1,430	187	208,635	1,104
73 Belleville	17,484	6-21	6,310	.....	1,419	1,321	2,740	197	475,170	2,398
74 Bloomington	23,286	.....	* 6,369	* 400	2,034	2,317	4,351	175	640,633	3,660
75 Cairo	12,566	6-21	4,420	247	1,039	1,158	2,197	180	307,003	1,705	
76 Champaign	9,098	6-21	3,178	250	881	921	1,802	180	237,028	1,316	
77 Chicago	1,698,575	6-21	* 626,516	* 88,448	133,451	134,941	268,392	194	40,985,022	211,263	
78 Danville	16,354	6-21	4,161	500	1,582	1,646	3,228	190	451,342	2,340	
79 Decatur	20,754	6-21	7,381	.....	2,124	2,262	4,386	187	622,710	3,330
80 Dixon	7,917	6-21	* 1,826	* 268	484	540	1,024	176	145,228	825	
81 East St. Louis	29,655	6-21	11,595	800	2,701	2,843	5,544	e 197	f 730,000	3,711	
.....	22,433	6-21	6,169	200	.....	.....	3,855	185	668,035	3,611

* Statistics of 1900-1901.

a Includes Rockville.

b Includes Willimantic.

c Statistics of schools of Bibb County. Population of Macon, 23,272.

d Statistics of schools of Chatham County. Population of Savannah, 54,244.

e Some schools were in session 194 days.

f Estimated.

TABLE 7.—Statistics of population, school enrollment, and attendance in cities of over 8,000 inhabitants, 1901-2—Continued.

City.	Total population, census of 1900.	School population.		Pupils in private and parochial schools (largely estimated).	Different pupils enrolled in public day schools.			Number of days the schools were actually in session.	Aggregate number of days' attendance of all pupils in public day schools.	Average daily attendance in public day schools.	
		School census age.	Children of school census age.		Male.	Female.	Total.				
1	2	3	4	5	6	7	8	9	10	11	
ILLINOIS—continued.											
82	Evanston:										
83	District No. 1.....		6-21	* 3,221	200	849	863	1,718	190	253,526	1,335
	District No. 74 (North Evanston)	19,259	6-21	916	25	180	149	329	189	42,903	227
84	District No. 76 South Evanston)										
85	Freeport.....	13,258	6-21	2,051	300	547	588	1,136	182	176,026	967
86	Galesburg.....	18,607	6-21	3,877	1,000	1,068	1,211	2,279	190	319,316	1,680
87	Jacksonville.....	15,078	6-21	5,014	400	1,763	1,888	3,651	171	496,447	2,903
88	Joliet.....	29,353	6-21	4,640	.....	1,145	1,280	2,425	175	323,047	1,846
89	Kankakee.....	13,595	6-21	9,082	1,704	2,776	2,778	5,554	184	800,762	4,351
90	Kewanee.....	8,382	6-21	* 3,357	763	938	919	1,857	185	261,405	1,413
91	Lasalle.....	10,446	6-21	* 2,700	.....	938	1,026	1,964	181	305,200	1,744
92	Lincoln*.....	8,962	6-21	4,700	1,100	674	656	1,330	190	220,970	1,163
93	Mattoon.....	9,622	6-21	* 4,069	276	.....	.....	1,802	188	218,924	1,170
94	Moline.....	17,245	6-21	* 2,745	160	1,158	1,180	2,338	173	* 234,828	* 1,261
95	Ottawa*.....	10,588	6-21	4,922	.....	1,636	1,759	3,452	173	493,772	2,774
96	Pekin*.....	8,420	6-21	.....	.....	911	840	1,751	192	268,653	1,401
97	Peoria.....	56,100	6-21	19,901	1,701	4,830	5,018	9,848	190	1,580,029	8,364
98	Quincy.....	36,252	6-21	12,661	2,609	2,000	3,002	5,002	187	649,264	3,472
99	Rockford.....	31,051	6-21	9,848	285	2,989	3,127	6,116	189	927,832	4,909
100	Rock Island.....	19,498	6-21	7,932	1,200	1,802	1,879	3,681	177	525,214	2,967
101	Springfield.....	34,159	6-21	10,546	1,500	2,893	3,080	5,973	190	876,793	4,615
102	Streator.....	14,079	6-21	.....	.....	.....	.....	2,532	179½	363,745	2,026
103	Waukegan.....	9,420	6-21	.....	.....	.....	.....	.....	.....	.....	.....
INDIANA.											
104	Anderson.....	20,178	6-21	6,387	325	1,975	2,075	4,056	180	575,280	3,193
105	Columbus.....	8,130	6-21	2,101	325	788	881	1,669	180	256,680	1,426
106	Elkhart.....	15,184	6-21	3,811	200	1,374	1,427	2,801	180	408,898	2,272
107	Elwood.....	12,950	6-21	.....	.....	.....	.....	.....	.....	.....	.....
108	Evansville.....	59,007	6-21	*16,274	.....	4,237	4,303	8,540	187	1,261,052	6,744
109	Fort Wayne.....	45,115	6-21	13,806	3,690	2,880	3,031	5,881	186	851,322	4,577
110	Hammond.....	13,376	6-21	4,523	2,000	1,042	1,068	2,108	185	208,805	1,453
111	Huntington.....	9,491	6-21	2,705	500	892	896	1,788	175	252,000	1,440
112	Indianapolis.....	169,164	6-21	41,594	.....	13,813	14,071	27,884	179	4,065,533	22,377
113	Jeffersonville.....	10,774	6-21	3,418	200	930	1,044	1,974	180	332,396	1,847
114	Kokomo.....	10,609	6-21	3,029	220	1,158	1,269	2,422	176	341,193	1,938
115	Lafayette.....	18,116	6-21	.....	700	1,700	1,864	3,564	172	397,492	2,311
116	Logansport.....	16,204	6-21	.....	.....	.....	.....	.....	.....	.....	.....
117	Marion.....	17,337	6-21	6,132	.....	2,025	2,071	4,096	180	509,221	3,187
118	Michigan City.....	14,500	6-21	5,002	.....	1,652	1,115	2,167	184	291,824	1,586
119	Muncie.....	29,942	6-21	5,804	400	1,937	2,149	4,106	176	524,226	2,979
120	New Albany.....	20,628	6-21	5,813	500	1,703	1,788	3,486	180	504,174	2,684
121	Peru.....	8,463	6-21	3,026	292	892	946	1,878	178	235,672	1,324
122	Richmond.....	18,226	6-21	4,806	500	1,415	1,622	3,037	187	447,865	2,395
123	South Bend.....	35,999	6-21	11,051	2,915	2,592	2,613	5,205	180	716,598	3,981
124	Terre Haute.....	36,673	6-21	10,982	950	3,335	3,727	7,262	185½	1,006,783	5,427
125	Vincennes*.....	10,248	6-21	3,123	700	932	916	1,848	190	299,250	1,575
126	Wabash.....	8,618	6-21	2,615	* 0	976	1,080	2,056	180	294,840	1,638
127	Washington.....	8,351	6-21	2,635	* 600	869	887	1,736	180	.....	.....
IOWA.											
128	Boone.....	8,880	5-21	2,672	75	1,080	1,116	2,196	176	290,786	1,652
129	Burlington.....	23,201	5-21	7,921	500	2,106	2,299	4,405	186	672,948	3,618
130	Cedar Rapids.....	25,656	5-21	7,597	.....	.....	.....	5,440	176	742,072	4,222
131	Clinton.....	22,698	5-21	5,808	* 600	1,707	1,831	3,538	185	510,045	2,737
132	Council Bluffs.....	25,802	5-21	.....	.....	.....	.....	.....	.....	.....	.....
133	Davenport.....	35,254	5-21	11,721	1,219	3,382	3,312	6,694	190	1,015,360	5,344

* Statistics of 1900-1901.

TABLE 7.—Statistics of population, school enrollment, and attendance in cities of over 8,000 inhabitants, 1901-2—Continued.

City.	Total population, census of 1900.	School population.		Pupils in private and parochial schools (largely estimated).	Different pupils enrolled in public day schools.			Number of days the schools were actually in session.	Aggregate number of days' attendance of all pupils in public day schools.	Average daily attendance in public day schools.
		School census age.	Children of school census age.		Male.	Female.	Total.			
1	2	3	4	5	6	7	8	9	10	11
IOWA—continued.										
Des Moines:										
Capital Park.....		5-21	796	6	321	329	650	177	90,000	505
East side.....	62,139	5-21	6,036	300	2,027	2,159	4,186	175	570,500	3,260
West side.....		5-21	14,465				7,553	176	*964,480	3,129
Dubuque.....	36,297	5-21	12,773	3,000	2,489	2,465	4,954	185	708,331	3,829
Fort Dodge.....	12,162	5-21	2,100		*945	*986	1,931	175	296,100	1,692
Fort Madison*.....	9,278	5-21	2,769	600	642	671	1,313	173	183,380	1,060
Iowa City*.....	7,987	5-21	2,275	300	780	920	1,700	188	253,800	1,350
Keokuk.....	14,641									
Marshalltown.....	11,544	5-21	*3,427	200	1,266	1,374	2,640	175	361,272	2,064
Muscatine.....	14,073	5-21	4,306	*200	1,288	1,328	2,616	188	417,172	2,219
Oskaloosa.....	9,212	5-21	2,981	0	1,075	1,111	2,186	178	303,134	1,703
Ottumwa.....	18,197	5-21	5,556	150			4,324	186	586,156	3,151
Sioux City.....	33,111	5-21	12,812	900	3,429	3,455	6,884	176½	954,914	3,410
Waterloo:										
East Side.....	12,580	5-21	2,800	600	740	760	1,500	172	*227,500	*1,300
West Side.....		5-21	1,370	60	499	557	1,056	175	142,975	817
KANSAS.										
Atchison.....	15,722	5-21	6,066	*400	979	1,087	2,066	176½	275,492	1,576
Emporia.....	8,223	5-21	2,962	225	915	1,087	2,002	177	275,943	1,559
Fort Scott.....	10,322	5-21	4,194	*100	1,157	1,305	2,462	177	303,134	1,799
Galena.....	10,155	5-21	2,254		901	948	1,849	160	196,970	1,229
Hutchinson.....	9,379	5-21	2,687		996	1,166	2,162	178	333,222	1,703
Kansas City.....	51,418	5-21	17,443		4,799	5,199	9,998	174	1,285,686	7,389
Lawrence.....	10,862	5-21	3,513		1,222	1,363	2,585	176	370,008	2,085
Leavenworth.....	20,735									
Pittsburg.....	10,112	5-21	4,264	125	1,362	1,501	2,863	176	369,776	2,101
Topeka.....	33,608	5-21	11,413		3,436	3,788	7,224	180	1,033,740	3,743
Wichita.....	24,671	5-21	8,429		2,440	2,765	5,205	173	696,325	4,025
KENTUCKY.										
Bowling Green.....	8,226	6-20	2,273	*250	592	603	1,195	186	183,582	987
Covington*.....	42,988	6-20		3,543	2,537	2,505	5,042	190	714,400	3,760
Frankfort.....	9,487	6-20	2,573	250	719	829	1,548	191	195,775	1,035
Henderson.....	10,272	6-20	3,164	100	933	1,021	1,954	177	303,134	*1,649
Lexington*.....	26,369	6-20	7,249		2,001	2,174	4,175	177	417,172	2,932
Louisville.....	204,731	6-20	60,900	6,300	13,407	14,226	27,633	195	4,138,290	21,222
Newport*.....	28,301	6-20	9,826		1,951	2,062	4,013	177	303,134	3,440
Owensboro (white schools)*.....	13,189	6-20	3,153	300	913	967	1,880	184	257,784	1,401
Paducah*.....	19,446	6-20	5,619		1,449	1,660	3,109	183	422,181	2,307
LOUISIANA.										
Baton Rouge.....	11,869	6-18	1,200	350	345	381	726	160	82,560	516
New Orleans.....	287,104	4-18	75,000		14,940	16,265	31,205	184	4,572,952	24,853
Shreveport.....	16,013	6-18	5,674	556	932	1,070	2,002	172	299,251	1,740
MAINE.										
Auburn.....	12,951	4-21	3,771		1,029	991	2,020	162	295,650	1,825
Augusta*.....	11,683	4-21	3,071	200			1,762	182	216,216	1,188
Bangor.....	21,850	4-21	6,056	950	1,564	1,765	3,329	174	517,650	2,975
Bath.....	10,477	4-21	2,883	0	1,000	1,097	2,097	185	303,955	1,643
Biddeford.....	16,145	4-21	5,833	1,800			1,727	176	207,680	1,180
Lewiston.....	23,761	4-21	8,415	1,801	1,617	1,312	3,229	180	370,800	2,060
Portland*.....	50,145	4-21	14,911	1,500	4,543	4,024	8,567	183	1,154,783	6,310
Rockland*.....	8,150	4-21	2,171				1,353	179	195,775	1,035
Waterville.....	9,477	4-21	3,380	600	700	730	1,430	*170	207,400	1,220

* Statistics of 1900-1901.

TABLE 7.—Statistics of population, school enrollment, and attendance in cities of over 8,000 inhabitants, 1901-2—Continued.

City.	Total population, census of 1900.	School population.		Pupils in private and parochial schools (largely estimated).	Different pupils enrolled in public day schools.			Number of days the schools were actually in session.	Aggregate number of pupils' attendance of all pupils in public day schools.	Average daily attendance in public day schools.	
		School census age.	Children of school census age.		Male.	Female.	Total.				
1	2	3	4	5	6	7	8	9	10	11	
MARYLAND.											
181	Annapolis*	8,402				350	475	835	170	120,000	700
182	Baltimore	508,957						88,528	191	10,284,586	53,486
183	Cumberland	17,128									
184	Frederick	9,296	6-21			766	813	1,579	144	155,664	1,081
185	Hagerstown*	13,591						2,061			1,574
MASSACHUSETTS.											
186	Adams	11,134	5-15	2,323	496			2,403	186	347,262	1,867
187	Amesbury*	9,473	5-15	1,646	516	602	592	1,194	192	184,309	959
188	Arlington	8,603	7-14	1,004	200	742	854	1,596	189	276,469	1,462
189	Attleboro	11,335	7-14	1,492	45	1,170	1,221	2,391	189	340,378	1,802
190	Beverly	13,884	5-15	2,342	0			2,424	190	392,540	2,066
191	Boston	560,892	5-15	93,281	14,051	48,823	46,738	95,561	185½	15,730,125	83,884
192	Brockton	40,063	5-15	7,198	676	3,526	3,544	7,070	190	1,147,220	6,098
193	Brookline*	19,935	5-15	3,032	325			3,604			2,742
194	Cambridge	91,886	7-14	10,684	3,439	8,034	8,031	16,065	200	2,604,200	13,021
195	Chelsea	34,072	5-15	6,442	*934	3,231	3,274	6,505	184	946,496	5,144
196	Chicopee.	19,167	7-14	1,941	1,018			2,899	194	420,010	2,166
197	Clinton	13,667	5-15	2,478	400			2,244	190½	357,378	1,876
198	Danvers	8,542	5-15	1,450	0	762	818	1,580	190	246,050	1,295
199	Everett.	24,336	5-15	4,456	57			5,768	188	872,696	4,642
200	Fall River.	104,863	5-15	21,442	5,342	7,835	7,643	15,478	195	2,299,880	11,794
201	Fitchburg	31,531	5-15	6,180	2,000	2,182	2,066	4,248	189	690,795	3,655
202	Framingham	11,802	5-15	1,858		1,083	1,117	2,200	172	317,598	1,846
203	Gardner	10,813	5-15	1,928	5	1,027	1,074	2,101	175	301,875	1,725
204	Gloucester	26,121	7-14	2,939	254	2,451	2,535	4,986	186	826,584	4,444
205	Greenfield	7,927	5-15	1,324	24	787	802	1,589	200	262,200	1,311
206	Haverhill	37,175	5-15	5,971	1,580	3,649	3,548	7,099	194½	845,175	4,425
207	Holyoke	45,712	5-15	9,820	3,649	3,541	3,548	7,089	194½	1,060,220	5,451
208	Hyde Park*	13,244	5-15	2,054	705			1,881			1,512
209	Lawrence	62,559	5-15	10,889	3,244			7,976	193½	1,264,329	6,534
210	Leominster*	12,392	5-15	1,918				2,206	190	329,270	1,733
211	Lowell.	94,969	5-15	14,593	4,000	6,517	6,261	12,778	182	1,731,548	9,514
212	Lynn	68,513	7-14	7,822	2,000			11,851	189	1,670,571	8,839
213	Malden	33,664	7-14	4,408	1,108	3,346	3,433	6,779	187½	1,021,200	5,446
214	Marlboro.	13,609	5-15	2,754	630	1,860	1,394	2,754	192	408,384	2,127
215	Medford	18,244	7-14	2,444	47	2,063	2,024	4,087	182	590,044	3,242
216	Melrose	12,962	7-14	1,507	0	1,407	1,423	2,830	180	449,668	2,498
217	Milford	11,376	7-14	1,198	300	877	864	1,741	168	246,792	1,469
218	Natick	9,488	7-14	1,120	0			1,871	190	304,570	1,603
219	New Bedford	62,442	5-15	11,302	2,774	4,435	4,358	8,798	186½	1,308,297	7,015
220	Newburyport.	14,478	5-15	2,508	650			2,062	190	304,060	1,600
221	Newton	33,587	5-15	5,482	*528	3,015	3,132	6,147	186	936,640	5,035
222	North Adams.	24,200	5-15	4,516	1,560	1,682	1,721	3,403	189	536,193	2,837
223	Northampton	18,643	5-15	3,086	400	1,429	1,410	2,839	185	451,808	2,445
224	Peabody*	11,523	7-14	1,366	402	992	912	1,904	197	297,076	1,508
225	Pittsfield	21,766	5-15	4,021	797	1,966	1,962	3,942	191½	619,722	3,237
226	Plymouth	9,592	5-15	1,539	0	802	825	1,627	198	266,508	1,346
227	Quincy	23,899	5-15	5,281	235	2,617	2,593	5,210	187	873,290	4,670
228	Revere	10,395	5-15	2,356	0			2,705	170	342,720	2,016
229	Salem	35,956	5-15	6,198	2,421	2,670	2,387	5,057	200	837,800	4,189
230	Somerville	61,643	5-15	11,000	1,653	5,240	5,402	10,642	184	1,220,400	9,350
231	Southbridge.	10,025	5-15	2,098	1,084	589	583	1,172	191	177,834	941
232	Springfield	62,059	5-15	10,899	1,562	6,289	5,873	12,162	196	1,851,298	9,445
233	Taunton*	31,036	7-14	3,721	778	2,497	2,445	4,942	190	815,080	4,217
234	Wakefield	9,290	5-16	1,864	0	1,010	1,051	2,061	190	337,744	1,777
235	Waltham	23,481	5-15	3,905	1,233	1,614	1,567	3,201	187	504,900	2,700
236	Ware	8,262	7-14	1,109	387	681	652	1,331	193	193,965	1,005
237	Watertown.	9,706	7-14	1,126	500			1,510	185	231,250	1,250
238	Webster*	8,804	5-15	1,601	1,107			880			624
239	Westfield	12,310	5-15	2,100	350	1,056	1,137	2,193	200	363,600	1,818

* Statistics of 1900-1901.

α Estimated.

β The high school was in session 200 days.

TABLE 7.—Statistics of population, school enrollment, and attendance in cities of over 8,000 inhabitants, 1901-2—Continued.

City.	Total population, census of 1900.	School population.		Pupils in private and parochial schools (largely estimated).	Different pupils enrolled in public day schools.			Number of days the schools were actually in session.	Aggregate number of days' attendance of all pupils in public day schools.	Average daily attendance in public day schools.	
		School census age.	Children of school census age.		Male.	Female.	Total.				
1	2	3	4	5	6	7	8	9	10	11	
MASSACHUSETTS—CON.											
240	Weymouth	11,324	7-14	1,500	0	.....	2,684	190	* 382,005	* 1,959	
241	Woburn	11,254	5-15	3,220	263	1,545	1,358	2,903	473,800	2,575	
242	Worcester	118,421	5-15	20,754	2,844	.....	22,347	185½	3,121,537	16,827	
MICHIGAN.											
243	Adrian	9,654	5-20	2,584	350	1,022	986	2,008	195	289,575	1,485
244	Alpena	11,802	6-20	4,485	1,200	1,609	1,027	2,036	180	270,540	1,503
245	Ann Arbor	14,509	5-20	3,250	275	1,293	1,157	2,450	184	379,224	2,061
246	Battle Creek	18,563	7-16	2,612	375	1,786	1,893	3,679	* 188½	α 547,592	2,905
247	Bay City	27,628	5-20	8,974	2,500	2,182	2,355	4,537	189	655,534	3,632
248	Calumet school district	α 40,000	5-20	7,717	1,000	2,766	2,713	5,479	200	870,631	4,353
249	Detroit	285,704	5-20	83,215	15,854	20,987	20,269	41,256	188	5,915,044	31,463
250	Escanaba	9,549	5-20	3,062	700	1,079	980	2,059	184	275,448	1,497
251	Flint	13,103	5-20	3,218	200	1,164	1,601	2,765	195	404,430	2,074
252	Grand Rapids	87,565	5-20	25,532	4,283	7,868	8,012	15,880	192	2,441,280	12,715
253	Holland	7,740	5-20	2,423	0	964	1,045	2,009	190	296,970	1,563
254	Iron Mountain	9,242	5-20	3,216	0	1,289	1,220	2,509	190	391,552	2,061
255	Ironwood*	9,705	5-20	3,138	450	1,280	1,098	2,378	200	424,200	2,121
256	Ishpeming	13,255	5-20	4,152	* 600	1,495	1,452	2,947	181½	419,991	2,314
257	Jackson	25,180	5-20	6,035	.....	2,303	2,523	4,826	191	566,697	2,967
258	Kalamazoo	24,404	5-20	6,120	600	2,383	2,506	4,889	187	699,941	3,743
259	Lansing	16,485	5-20	4,657	400	1,566	1,644	3,210	190	460,940	2,426
260	Manistee	14,260	5-20	4,712	1,490	* 1,365	* 1,484	* 2,849	195½	424,821	2,173
261	Marquette*	10,058	5-20	2,866	450	.....	.....	2,278	191	351,440	1,840
262	Menominee	12,818	5-20	4,335	502	1,486	1,524	3,010	186	382,788	2,058
263	Muskegon	20,818	5-20	7,700	1,000	2,873	2,839	5,712	198	861,508	3,846
264	Owosso	8,696	5-20	2,542	.....	.....	.....	1,680	190	* 292,416	* 1,523
265	Pontiac	9,769	5-20	2,162	200	884	912	1,796	195	230,880	1,184
266	Port Huron	19,158	5-20	6,066	650	* 1,988	* 2,088	* 4,076	195	550,485	2,823
267	Saginaw: East Side	42,345	5-20	8,411	.....	2,466	2,539	5,005	195	785,850	4,050
268	West Side*		5-20	5,472	.....	.....	.....	3,539	.....	.....	2,543
269	Sault Ste. Marie	10,588	5-21	3,067	350	1,315	1,425	2,740	193	346,441	1,795
270	Traverse City	9,407	5-20	2,400	* 250	.....	.....	2,291	174	272,832	1,568
271	West Bay City	13,119	5-20	* 4,319	.....	1,422	1,340	2,762	196	312,412	1,747
MINNESOTA.											
272	Duluth	52,969	.....	12,000	1,000	5,378	5,533	10,911	187½	1,568,442	8,367
273	Fairbault	7,868	5-21	2,000	400	650	754	1,304	180	179,974	1,000
274	Mankato	10,599	5-21	2,500	700	850	950	1,800	175	238,875	1,365
275	Minneapolis	202,718	.....	.....	.....	18,925	19,555	38,480	189	5,883,258	31,253
276	St. Cloud*	8,663	6-21	.....	1,176	556	696	1,252	178	181,098	1,017
277	St. Paul	163,065	.....	.....	10,000	12,615	13,126	25,741	190	3,919,095	20,669
278	Stillwater*	12,318	5-21	.....	500	993	982	1,975	177	293,444	1,657
279	Winona*	19,714	.....	.....	.....	1,436	1,577	3,033	180	518,760	2,882
MISSISSIPPI.											
280	Jackson	7,816	5-21	3,051	227	.....	.....	1,749	180	.....	.....
281	Meridian*	14,050	5-21	.....	500	1,083	1,249	2,332	170	263,049	1,547
282	Natchez	12,210	.....	.....	.....	.....	.....	.....	.....	.....	.....
283	Vicksburg	14,834	.....	.....	.....	.....	.....	.....	.....	.....	.....
MISSOURI.											
284	Carthage	9,416	6-20	2,828	.....	1,030	1,249	2,270	180	309,527	1,730
285	Hannibal	12,780	6-20	4,676	500	1,175	1,433	2,608	178	347,719	1,953
286	Jefferson City	9,664	6-20	2,346	510	522	688	1,210	180	181,980	1,011
287	Joplin	26,023	6-20	7,077	80	2,744	2,861	5,605	170	670,440	3,944

* Statistics of 1900-1901.

α Estimated population of district.

TABLE 7.—Statistics of population, school enrollment, and attendance in cities of over 8,000 inhabitants, 1901-2—Continued.

City.	Total population, census of 1900.	School population.		Pupils in private and parochial schools (largely estimated).	Different pupils enrolled in public day schools.			Number of days the schools were actually in session.	Aggregate number of days' attendance of all pupils in public day schools.	Average daily attendance in public day schools.	
		School census age.	Children of school census age.		Male.	Female.	Total.				
1	2	3	4	5	6	7	8	9	10	11	
MISSOURI—continued.											
288	Kansas City	163,752	6-20	61,749	.....	13,814	15,380	29,194	180	3,877,200	21,540
289	Moberly	8,012	6-20	3,674	300	749	900	1,649	176	221,739	1,258
290	St. Charles	7,982	6-20	2,362	.....	.....	.....	881	200	116,600	583
291	St. Joseph	102,979	6-20	35,865	1,500	5,251	5,723	10,974	180	1,371,960	7,622
292	St. Louis	575,238	6-20	168,337	26,000	39,271	41,691	80,962	194	11,720,704	60,416
293	Sedalia	15,231	6-20	5,136	200	1,469	1,665	3,134	180	351,540	2,511
294	Springfield	23,267	6-20	6,998	500	2,813	2,972	5,785	160	615,011	3,842
295	Webb City	9,201	6-20	2,918	*20	.....	.....	2,090	180	258,300	1,435
MONTANA.											
296	Anaconda	9,453	6-21	2,528	.....	1,034	1,147	2,181	176	281,072	1,597
297	Butte	30,470	6-21	11,500	1,500	3,624	3,714	7,338	180	995,400	5,530
298	Great Falls	14,930	6-21	2,936	37	1,040	1,173	2,213	183	313,829	1,715
299	Helena	10,770	6-21	3,418	.....	1,133	1,262	2,395	173	319,531	1,847
NEBRASKA.											
300	Lincoln	40,169	5-21	13,776	.....	3,461	3,636	7,097	187	984,555	5,265
301	Omaha	102,555	5-21	30,559	2,500	9,448	9,729	19,177	185	2,738,222	14,801
302	South Omaha	26,001	5-21	6,400	528	2,220	2,181	4,401	180	568,954	3,161
NEW HAMPSHIRE.											
303	Berlin	8,886	5-16	2,363	.....	649	583	1,232	178	130,474	733
304	Concord (Union district)*	a 19,632	.....	.....	.....	1,317	1,319	2,636	.....	.....	2,049
305	Dover*	13,207	6-16	2,243	.....	997	904	1,901	182	248,430	1,365
306	Keene (Union district)	9,165	5-16	1,709	283	763	867	1,630	183	b 226,554	b 1,238
307	Laconia	8,042	5-16	1,435	0	732	738	1,470	180	195,840	1,088
308	Manchester	56,987	5-16	9,404	4,561	3,113	3,010	6,123	169 ¹	759,360	4,480
309	Nashua	23,898	5-16	4,500	1,600	1,794	1,802	3,596	175	408,625	2,335
310	Portsmouth	10,637	5-16	1,760	360	827	958	1,785	183	250,893	1,371
311	Rochester	8,466	5-16	1,317	360	668	681	1,349	183	173,490	948
NEW JERSEY.											
312	Atlantic City*	27,838	4-20	.....	.....	c 2,341	c 2,419	c 4,760	.....	.....	3,181
313	Bayonne	32,722	4-20	10,000	2,000	.....	.....	5,754	137	268,757	4,111
314	Bloomfield	9,668	4-20	2,700	400	954	1,041	1,995	194	268,500	1,375
315	Bridgeton	13,913	5-20	3,431	60	1,273	1,332	2,605	184	315,174	1,705
316	Camden	75,935	4-20	.....	.....	6,009	6,585	12,594	182	1,524,250	8,375
317	East Orange	21,506	.....	.....	.....	2,026	2,143	4,169	188	576,522	3,066
318	Elizabeth	52,130	5-20	.....	.....	3,800	3,692	7,492	.....	.....	5,379
319	Hackensack*	9,443	4-20	.....	.....	c 999	c 993	c 1,992	.....	.....	1,413
320	Harrison	10,596	5-18	3,300	700	600	400	1,000	189	147,420	780
321	Hoboken	59,364	4-20	.....	1,500	4,776	4,793	9,569	189	1,361,312	7,159
322	Jersey City	206,433	5-18	.....	.....	14,887	15,267	30,154	192 ¹	4,642,932	22,249
323	Kearney	10,896	.....	.....	.....	1,148	1,076	2,224	191	337,115	1,765
324	Long Branch	8,872	.....	.....	.....	1,382	1,332	2,714	183	367,973	2,015
325	Millville*	10,583	.....	.....	.....	c 1,193	c 1,093	c 2,202	.....	.....	1,474
326	Montclair	13,902	4-20	.....	350	1,438	1,401	2,839	184	394,807	2,146
327	Morristown	11,267	.....	.....	.....	736	782	1,518	189	221,539	1,172
328	Newark	246,070	5-18	64,000	10,000	20,054	20,565	40,619	189	5,596,497	29,764
329	New Brunswick	20,006	.....	.....	.....	1,402	1,315	2,717	186 ¹	392,549	2,081
330	Orange	24,141	4-20	5,900	2,200	1,868	1,848	3,716	190	482,112	2,533
331	Passaic	27,777	4-20	8,000	900	2,575	2,622	5,197	191	645,782	3,402
332	Paterson	105,171	.....	.....	.....	8,021	8,067	16,088	197	2,339,572	11,872
333	Perth Amboy	17,699	4-20	4,500	500	1,754	1,743	3,497	188	482,972	2,569
334	Phillipsburg	10,052	5-18	.....	250	857	923	1,780	190	276,513	1,445

* Statistics of 1900-1901.

a Population of the city of Concord.

b Estimated.

c Between ages of 4 and 20 years.

TABLE 7.—Statistics of population, school enrollment, and attendance in cities of over 8,000 inhabitants, 1901-2—Continued.

City.	Total population, census of 1900.	School population.			Pupils in private and parochial schools (largely estimated).	Different pupils enrolled in public day schools.			Number of days the schools were actually in session.	Aggregate number of days' attendance of all pupils in public day schools.	Average daily attendance in public day schools.
		School census age.	Children of school census age.			Male.	Female.	Total.			
1	2	3	4	5	6	7	8	9	10	11	
NEW JERSEY—cont'd.											
335 Plainfield	15,369	7-15	3,500	500	1,357	1,858	2,715	182	850,836	1,928	
336 Rahway	7,935	5-18			706	710	1,416	185½	187,419	1,012	
337 Town of Union	15,187	5-18	5,200	600	1,533	1,585	3,118	193	443,735	2,298	
338 Trenton *	73,307	4-20			α 4,796	α 5,044	α 9,840			7,129	
339 West Hoboken	23,094	5-20	4,967	* 750	2,440	2,457	4,897	191	641,569	3,359	
NEW YORK.											
340 Albany	94,151	4-18	19,867	4,352	6,332	6,438	12,770	182½	1,890,630	10,560	
341 Amsterdam	20,929	5-18	4,925	883	1,515	1,465	2,980	194	478,576	2,467	
342 Auburn	30,345	5-18	5,577	1,125	1,872	1,925	3,799	189	592,820	3,136	
343 Batavia	9,180	5-18	2,206	298	908	932	1,840	180	213,840	1,188	
344 Binghamton	29,647	5-18	* 7,000	496	3,461	3,555	7,016	194	1,046,630	5,395	
345 Buffalo *	352,387			21,245	30,316	29,311	59,627			42,033	
346 Buffalo	23,910	5-21	4,881	1,417	1,447	1,483	2,930	189	374,914	1,983	
Cohoes:											
347 District No. 9	11,061	5-18	1,500	600	612	556	1,168	192	167,744	872	
348 District No. 13		5-18	700	12	267	355	622	195	91,318	470	
349 Cortland	9,014	5-18	1,899	450	680	635	1,315	193	212,300	1,100	
350 Dunkirk	11,616	4-18	2,974	1,100	* 859	* 875	* 1,734	189	286,902	1,518	
351 Elmira	35,672	5-18	* 7,100	1,191	2,707	2,759	5,466	193	836,784	4,335	
352 Geneva	10,433	5-18	2,450	651	756	858	1,614	192	232,578	1,211	
353 Glens Falls *	12,613	5-18	1,700		850	861	1,711	181	211,395	1,167	
354 Gloversville	18,349	5-18	3,331	* 100	1,619	1,586	3,205	194	517,770	2,669	
355 Hornellsville	11,918	5-18	2,500	500	1,068	1,143	2,211	189	302,896	1,602	
356 Hudson	9,528	5-18	1,800	350	651	658	1,309	192	210,335	1,097	
357 Ithaca	13,136	5-18	2,800		1,083	1,161	2,244	190	346,663	1,800	
358 Jamestown	22,892	5-18	5,250	262	2,197	2,290	4,487	190	689,423	3,629	
359 Johnstown	10,130	5-18	2,007	0	932	975	1,907	194	294,169	1,516	
360 Kingston	24,535	5-18	6,138	765	2,125	2,020	4,145	188	562,120	2,990	
361 Lansingburg *	12,595	5-18	2,798	500	1,056	1,035	2,091	191	292,627	1,540	
362 Little Falls	10,381	5-18	2,029	525	656	666	1,262	194	189,958	979	
363 Lockport	16,581	5-18	3,750	765	1,600	1,579	3,179	194	482,989	2,504	
364 Middletown	14,522	5-18	* 2,800	250	1,216	1,221	2,437	188	363,871	1,928	
365 Mount Vernon	20,346	5-18	4,926	418	2,130	2,078	4,208	190	597,429	3,145	
366 Newburg	24,943	5-18	5,675	1,032	2,080	2,031	4,111	192	597,600	3,112	
367 New Rochelle	14,720	5-18	3,975	582	1,562	1,611	3,173	187	434,368	2,332	
368 New York	3,437,202	4-21	850,303	655,627	294,963	290,859	585,822	190	79,891,253	420,480	
369 Niagara Falls	19,457	5-18	5,300	694	2,067	2,004	4,071	195	540,540	2,772	
370 North Tonawanda *	9,069	5-18	2,500	461	975	1,052	2,027	193	304,747	1,579	
371 Ogdensburg *	12,633	5-18	3,446	507	1,375	1,271	2,646	184	333,886	1,814	
372 Olean school district	9,462	5-18	2,615	280	1,215	1,330	2,545	191	356,643	1,867	
373 Oswego	22,199	5-18	5,523	927	1,879	1,952	3,831	192	628,948	3,242	
Peekskill:											
374 District No. 7 (Drum Hill)	10,358	5-18	1,389	500	535	568	1,103	187	152,339	814	
375 District No. 8 (Oaksdale)											
376 Plattsburg	8,434	5-18	2,373	287	1,305	1,068	2,373	175	216,724	1,238	
377 Port Jervis	9,385	5-18	2,166	127	990	1,050	2,040	194	300,477	1,549	
378 Poughkeepsie	24,029	5-18	4,400	457	1,774	1,610	3,384	182	476,658	2,619	
379 Rochester	162,608	5-18	35,189	9,827	11,684	12,003	23,687	190	3,753,450	19,755	
380 Rome	15,343	5-18	3,035	579	1,055	1,151	2,206	189	323,476	1,718	
381 Saratoga Springs *	12,409	5-18	2,813				2,324	186	326,648	1,755	
382 Schenectady	31,682	5-18	8,000	1,475	2,943	2,847	5,790	183	717,112	3,919	
383 Syracuse	108,374	5-21	24,800	3,162	10,534	10,824	21,358	195	3,210,860	16,054	
384 Troy	60,651	5-18	12,177	3,500	3,546	3,317	6,863	180	990,846	5,535	
385 Utica	56,383	5-18	12,225	2,302	4,322	4,792	9,114	191	1,365,514	7,143	
386 Watertown	21,696	5-18	4,124	180	1,994	1,951	3,945	196	629,356	3,211	
387 Watervliet	14,321	4-18	3,100	1,138	768	835	1,606	190	228,058	1,200	
388 White Plains	7,899	4-18	2,009	223	618	742	1,360	191	202,338	1,059	
389 Yonkers	47,931	8-16	10,000	2,567	4,157	4,066	8,223	187	1,139,204	6,092	

* Statistics of 1900-1901.

α Between ages of 4 and 20 years.

β Between 5 and 18 years.

TABLE 7.—Statistics of population, school enrollment, and attendance in cities of over 8,000 inhabitants, 1901-2—Continued.

City.	Total population, census of 1900.	School population.			Different pupils enrolled in public day schools.			Number of days the schools were actually in session.	Aggregate number of days' attendance of all pupils in public day schools.	Average daily attendance in public day schools.
		School census age.	Children of school census age.	Pupils in private and parochial schools (largely estimated).	Male.	Female.	Total.			
1	2	3	4	5	6	7	8	9	10	11
NORTH CAROLINA.										
330 Asheville.....	14,694	6-21	3,902	600	1,072	1,148	2,220	172	245,960	1,430
331 Charlotte.....	18,091	6-21	2,800	115	479	523	1,002	178	154,860	870
332 Concord*.....	7,910	6-21	2,800	115	479	523	1,002	178	154,860	870
333 Greensboro*.....	10,035	6-21	3,467	50	884	999	1,883	174	211,932	1,218
334 Newbern.....	9,090	6-21	2,703	250	571	643	1,214	164	126,280	770
335 Raleigh.....	13,643	6-21	2,703	250	571	643	1,214	164	126,280	770
336 Wilmington.....	20,976	6-21	2,703	250	571	643	1,214	164	126,280	770
337 Winston.....	10,008	6-21	3,175	300	780	920	1,700	172	206,400	1,200
NORTH DAKOTA.										
398 Fargo.....	9,589	6-21	2,600	.....	1,110	1,114	2,224	176	282,304	1,604
OHIO.										
399 Akron.....	42,728	6-21	11,967	.....	3,963	3,890	7,853	183	1,275,144	6,968
400 Alliance.....	8,974	6-21	2,631	145	917	880	1,797	191	272,000	1,424
401 Ashtabula.....	12,949	6-21	2,355	125	794	810	1,604	180	270,720	1,504
402 Bellaire.....	9,912	6-21	3,361	.....	929	968	1,897	174	228,326	1,316
403 Cambridge.....	8,241	6-21	2,592	0	1,098	967	1,975	167	247,765	1,484
404 Canton.....	30,667	6-21	10,705	1,000	3,096	3,071	6,167	183	916,399	4,994
405 Chillicothe.....	7,910	6-21	4,079	206	1,283	1,306	2,589	180	420,300	2,335
406 Cincinnati.....	325,902	6-21	128,177	25,354	22,882	21,576	44,458	200	6,995,800	34,799
407 Cleveland.....	381,768	6-21	109,047	.....	30,544	30,016	60,560	186	8,797,614	47,299
408 Columbus.....	125,560	6-21	35,323	3,804	9,658	9,966	19,604	184	2,994,048	16,272
409 Dayton.....	85,333	6-21	24,853	3,088	6,706	7,077	13,783	175	1,990,976	11,377
410 East Liverpool.....	16,485	6-21	5,602	400	1,471	1,520	2,991	176	432,784	2,459
411 Elyria*.....	8,791	6-21	2,575	200	738	827	1,565	193	260,550	1,350
412 Findlay*.....	17,613	6-21	5,227	.....	.....	.....	3,577	180	506,880	2,816
413 Fremont.....	8,439	6-21	2,569	300	788	846	1,634	170	204,000	1,198
414 Hamilton*.....	23,914	6-21	6,980	1,400	1,815	1,823	3,638	179	544,697	3,043
415 Ironton*.....	11,868	6-21	4,031	300	1,321	1,162	2,483	173	337,107	1,948
416 Lancaster.....	8,991	6-21	3,560	250	835	819	1,654	174	240,076	1,378
417 Lima.....	21,723	6-21	7,810	.....	.....	.....	4,170	190	623,010	3,279
418 Lorain.....	16,028	6-21	4,044	600	1,276	1,370	2,646	185	372,055	2,011
419 Mansfield.....	17,640	6-21	4,054	.....	1,785	1,861	3,646	175	534,625	3,055
420 Marietta.....	13,348	6-21	4,318	225	1,394	1,414	2,808	185	402,600	2,172
421 Marion.....	11,862	6-21	3,890	.....	1,194	1,221	2,415	176	369,248	2,098
422 Massillon.....	11,944	6-21	4,112	600	1,093	1,062	2,155	186	321,594	1,729
423 Middletown.....	9,215	6-21	2,603	317	806	809	1,615	187	247,775	1,325
424 Newark.....	18,157	6-21	5,070	500	1,683	1,693	3,376	168	420,336	2,502
425 Piqua.....	12,172	6-21	4,177	500	959	961	1,920	180	261,900	1,455
426 Portsmouth.....	17,870	6-21	5,232	400	1,567	1,533	3,100	188	421,872	2,244
427 Sandusky.....	19,664	6-21	6,400	1,123	1,436	1,517	2,953	191	485,904	2,544
428 Springfield.....	38,253	6-21	10,619	1,659	3,159	3,382	6,541	189	989,092	5,233
429 Steubenville*.....	14,319	6-21	4,463	.....	.....	.....	2,245	200	337,400	1,687
430 Tiffin.....	10,989	6-21	3,346	650	702	726	1,428	181	221,360	1,203
431 Toledo.....	131,822	6-21	38,154	.....	11,000	11,138	22,138	191	3,397,317	17,787
432 Warren.....	8,529	6-21	3,165	.....	1,028	1,125	2,153	182	252,898	1,939
433 Wellston.....	8,045	6-21	2,630	0	1,089	983	2,072	177	273,819	1,547
434 Xenia.....	8,696	6-21	2,298	150	784	811	1,595	190	242,263	1,275
435 Youngstown.....	44,885	6-21	13,640	3,000	3,725	3,805	7,530	190	1,127,270	5,333
436 Zanesville*.....	23,538	6-21	6,439	.....	.....	.....	3,922	.....	.....	3,354
OKLAHOMA.										
437 Guthrie*.....	10,006	6-21	2,975	250	1,025	1,139	2,164	176	264,257	1,501
438 Oklahoma City.....	10,037	6-21	4,280	500	1,593	1,667	3,260	180	371,254	2,069
OREGON.										
439 Astoria.....	8,381	4-20	.....	120	762	690	1,452	166	200,418	1,207
440 Portland.....	90,426	4-20	22,014	1,600	6,391	6,308	13,299	191	1,383,317	10,387

* Statistics of 1900-1901.

α Estimated.

TABLE 7.—Statistics of population, school enrollment, and attendance in cities of over 8,000 inhabitants, 1901-2—Continued.

City.	Total population, census of 1900.	School population.		Pupils in private and parochial schools (largely estimated).	Different pupils enrolled in public day schools.			Number of days the schools were actually in session.	Aggregate number of days' attendance of all pupils in public day schools.	Average daily attendance in public day schools.
		School census age.	Children of school census age.		Male.	Female.	Total.			
1	2	3	4	5	6	7	8	9	10	11
PENNSYLVANIA.										
441 Allegheny	129,896	8-16	19,238	4,731	9,957	10,052	20,009	200	2,862,806	14,314
442 Allentown	95,416	6-21	7,500	775	2,709	2,857	5,566	190½	977,747	5,185
443 Altoona	98,973	6-21	9,547	1,809	3,207	3,314	6,521	179	934,900	5,223
444 Beaver Falls	10,054	6-16	200	125	861	979	1,840	180	261,006	1,450
445 Bradford	15,654	6-21	3,400	300	1,066	1,135	2,201	180	297,200	1,650
446 Bradford	15,029	6-21	*3,800	250	.....	.....	3,007	180	437,406	2,430
447 Butler	10,853	6-21	3,000	300	1,109	1,300	2,409	180	344,488	1,908
448 Carbondale	13,538	6-21	*3,424	*310	1,355	1,447	2,802	*183	α380,507	2,079
449 Carlisle	9,626	6-21	*1,768	.....	780	758	1,538	*190	α235,600	1,240
450 Chambersburg	6,864	6-21	2,000	150	840	891	1,731	180	266,160	1,312
451 Chester	33,988	6-21	7,000	890	2,476	2,730	5,206	190	739,260	4,154
452 Columbia	12,316	6-21	3,370	425	1,016	1,036	2,052	180	300,600	1,670
453 Danville	8,042	6-21	*1,650	400	673	682	1,355	180	184,729	1,014
454 Du Bois	9,375	6-21	1,600	300	.....	.....	1,600	160	180,000	1,125
455 Dunmore	12,583	6-21	*2,800	*50	1,290	1,355	2,645	*198	α413,820	2,000
456 Elysburg	9,036	6-21	*2,000	150	1,031	921	1,952	150	264,780	1,471
457 Easton	25,238	6-21	.....	.....	2,167	2,136	4,303	195½	665,120	3,402
458 Erie	52,733	6-21	17,000	3,000	3,840	3,936	7,776	190	1,108,322	5,813
459 Harrisburg	50,167	6-21	.....	675	4,620	4,764	9,384	190	1,313,967	6,934
460 Hazleton	14,230	6-21	4,000	400	1,355	1,504	2,859	180	427,680	2,376
461 Homestead	12,554	6-21	3,500	800	1,200	1,200	2,400	180	324,000	1,800
462 Johnstown	35,936	6-21	10,000	2,000	2,957	3,191	6,148	180	855,360	4,752
463 Lancaster	41,459	8-16	*9,999	*1,000	2,764	3,001	5,765	200	913,400	4,567
464 Lebanon	17,628	6-21	4,200	300	1,342	1,416	2,758	180	377,100	2,095
465 McKeesport	34,227	.....	.....	.....	3,125	3,418	6,543	.....	.....	4,724
466 Mahanoy City	13,501	6-16	2,900	300	1,055	1,200	2,255	180	329,580	1,831
467 Meadville	10,291	6-21	2,600	300	849	966	1,815	180	260,100	1,445
468 Mount Carmel	13,179	6-16	3,500	600	1,075	1,166	2,241	176	255,904	1,454
469 Nanticoke	12,116	8-16	3,137	900	1,065	1,164	2,229	180	296,100	1,645
470 Newcastle	28,339	6-16	.....	500	2,666	2,655	5,261	180	740,520	4,114
471 Norristown	22,265	6-21	4,500	400	1,594	1,646	3,240	200	464,000	2,320
472 Oil City	13,264	.....	.....	.....	1,311	1,206	2,517	.....	.....	1,922
473 Philadelphia	1,293,697	6-21	279,417	.....	.....	.....	186,991	179	23,865,746	133,384
474 Phoenixville	9,196	.....	.....	500	640	641	1,281	190	175,370	923
475 Pittsburg	321,616	.....	.....	.....	23,975	24,337	48,332	200	7,418,400	37,092
476 Pittston	12,556	.....	.....	.....	752	891	1,643	.....	.....	1,212
477 Plymouth	13,649	6-21	2,642	700	1,072	1,142	2,214	170	264,800	1,538
478 Pottsville	13,696	6-21	.....	10	1,410	1,423	2,833	200	452,800	2,264
479 Reading	15,710	.....	.....	.....	1,469	1,397	2,866	.....	.....	2,156
480 Scranton	78,961	6-21	19,108	2,000	6,335	6,322	12,657	194	2,114,212	10,898
481 Shamokin	102,026	6-21	27,316	4,101	7,990	8,855	16,875	192	2,329,152	12,181
482 Sharon	18,202	6-21	4,932	1,300	1,782	1,893	3,675	180	495,000	2,750
483 Shenandoah	8,916	8-21	.....	400	827	894	1,721	180	238,500	1,325
484 South Bethlehem	20,321	.....	6,000	600	1,639	1,726	3,365	180	487,200	2,707
485 Steelton	13,241	.....	.....	.....	1,068	972	2,040	.....	.....	1,702
486 Sunbury	14,060	.....	.....	300	1,007	956	1,993	180	285,229	1,599
487 Tullyville	9,810	6-21	2,500	25	1,035	1,063	2,098	180	307,980	1,711
488 Warren	8,244	6-21	2,185	425	754	822	1,576	180	224,148	1,205
489 Westchester	9,524	6-16	1,762	.....	893	906	1,859	.....	.....	1,455
490 Wilkesbarre	51,721	.....	.....	350	760	861	1,621	200	235,600	1,178
491 Williamsburg	11,880	6-21	3,500	350	1,189	1,212	2,401	180	337,680	1,876
492 Williamsport	28,757	6-21	6,500	765	2,510	2,688	5,198	180	737,820	4,099
493 York	33,708	6-21	8,500	680	2,900	2,879	5,779	180	731,754	4,065
RHODE ISLAND.										
495 Central Falls	18,167	5-15	3,696	1,066	1,340	1,213	2,553	192	299,328	1,559
496 Cranston	13,343	3-15	2,309	16	978	1,009	1,987	*185	α348,465	1,787
497 Cumberland*	8,925	5-15	1,993	475	728	840	1,568	192	199,365	1,069
498 East Providence	12,138	3-16	2,978	129	.....	.....	2,796	176	340,912	1,937
499 Lincoln	8,937	7-15	2,088	641	754	644	1,398	.....	.....	860
500 Newport	22,034	3-15	4,560	1,152	1,850	1,920	3,770	182½	527,206	2,889

* Statistics of 1900-1901.

α Estimated.

TABLE 7.—Statistics of population, school enrollment, and attendance in cities of over 8,000 inhabitants, 1901-2—Continued.

City.	Total population, census of 1900.	School population.		Pupils in private and parochial schools (largely estimated).	Different pupils enrolled in public day schools.			Number of days the schools were actually in session.	Aggregate number of days' attendance of all pupils in public day schools.	Average daily attendance in public day schools.
		School census age.	Children of school census age.		Male.	Female.	Total.			
1	2	3	4	5	6	7	8	9	10	11
RHODE ISLAND—CON.										
501 Pawtucket	39,231	7-15	8,177	2,271	3,588	3,476	7,014	184	782,044	4,291
502 Providence	175,597	5-15	34,281	5,156	13,929	14,122	28,051	187	4,068,187	21,377
503 Warwick	21,316	5-15	4,862	639	2,255	2,181	4,436	.....	.....	2,316
504 Woonsocket	28,204	5-15	7,052	.....	2,048	1,901	3,949	200	516,200	2,581
SOUTH CAROLINA.										
505 Charleston	55,807	6-21	9,728	.....	3,432	4,887	8,319	185	881,710	4,766
506 Columbia	21,108	6-21	5,000	600	1,187	1,466	2,653	173	312,925	1,809
507 Greenville	11,860	.....	.....	.....	.....	.....	.....	.....	.....	.....
508 Spartanburg	11,395	6-20	2,800	280	1,057	1,102	2,159	177	262,314	1,482
SOUTH DAKOTA.										
509 Sioux Falls	10,266	6-20	3,188	300	1,188	1,190	2,378	180	308,340	1,713
TENNESSEE.										
510 Chattanooga	30,154	6-21	8,342	* 400	2,394	2,805	5,199	174	600,836	3,457
511 Clarksville	9,431	6-21	3,687	125	864	964	1,828	193	223,687	1,159
512 Jackson	14,511	6-21	6,893	375	1,300	1,196	2,496	180	381,420	2,119
513 Knoxville	32,637	6-21	9,458	400	2,500	2,707	5,207	177	727,016	4,107
514 Memphis	102,320	6-21	27,325	3,000	4,834	5,844	10,678	173	1,297,176	7,446
515 Nashville	80,865	6-21	29,782	.....	5,815	6,496	12,311	186	1,820,914	9,790
TEXAS.										
516 Austin	22,258	8-17	4,482	.....	1,664	1,847	3,511	176	568,585	2,662
517 Beaumont	9,427	.....	.....	.....	.....	.....	.....	.....	.....	.....
518 Corsicana	9,313	7-18	1,840	200	913	957	1,870	180	244,440	1,358
519 Dallas	42,638	8-17	8,012	.....	4,037	3,173	7,210	175	940,975	5,377
520 Denison	11,807	8-17	2,885	300	1,100	1,156	2,256	179	307,522	1,718
521 El Paso	15,906	8-17	3,104	600	1,229	1,285	2,514	171	275,973	1,616
522 Fort Worth	26,688	7-21	5,000	150	2,292	2,522	4,814	178	634,729	3,566
523 Gainesville	7,874	8-17	1,632	.....	744	886	1,630	180	219,060	1,217
524 Galveston	37,789	8-17	4,749	500	2,107	2,291	4,398	172	533,036	3,100
525 Houston	44,633	8-19	9,323	500	3,556	4,080	7,436	170	α 888,000	α 5,200
526 Laredo	13,429	8-17	* 2,500	1,000	567	582	1,149	180	119,327	663
527 Palestine	8,297	8-16	2,138	275	714	902	1,616	177	217,479	1,229
528 Paris *	9,358	8-17	2,503	112	984	1,256	2,240	160	312,000	1,960
529 San Antonio	53,321	8-18	10,437	3,300	3,972	4,237	8,209	169	1,275,791	7,546
530 Sherman	10,243	8-17	2,407	.....	994	1,177	2,171	170	268,879	1,581
531 Tyler	8,069	8-17	1,852	175	747	808	1,555	178	191,636	1,076
532 Waco	20,686	7-21	5,706	850	1,894	2,156	4,050	177	493,289	2,787
UTAH.										
533 Ogden	16,313	6-18	5,824	249	2,134	2,266	4,400	176	637,296	3,621
534 Salt Lake City	53,531	6-18	.....	.....	6,429	6,824	13,253	175	1,799,350	10,282
VERMONT.										
535 Barre	8,448	5-18	2,200	35	1,088	1,131	2,219	176	217,785	1,237
536 Burlington	18,640	5-18	4,415	1,250	1,378	1,317	2,695	* 182	α 363,636	1,998
537 Rutland	11,499	5-18	2,830	600	.....	.....	.....	.....	344,280	1,812
VIRGINIA.										
538 Alexandria	14,528	5-21	4,831	500	990	1,036	2,026	194	297,402	1,533
539 Danville	16,520	5-21	5,050	570	1,211	1,407	2,618	176	317,680	1,805
540 Lynchburg	18,891	7-20	* 6,785	450	1,550	1,900	3,450	184	501,946	2,729
541 Manchester	9,715	.....	.....	.....	.....	.....	.....	.....	.....	.....
542 Newport News	19,635	5-21	4,194	200	1,220	1,599	2,819	182	367,276	2,018
543 Norfolk	46,624	5-21	12,247	.....	2,459	2,380	4,839	192	748,800	3,900

* Statistics of 1900-1901.

α Estimated.

TABLE 7.—Statistics of population, school enrollment, and attendance in cities of over 8,000 inhabitants, 1901-2—Continued.

City.	Total population, census of 1900.	School population.		Pupils in private and parochial schools (largely estimated).	Different pupils enrolled in public day schools.			Number of days the schools were actually in session.	Aggregate number of days' attendance of all pupils in public day schools.	Average daily attendance in public day schools.	
		School census age.	Children of school census age.		Male.	Female.	Total.				
1	2	3	4	5	6	7	8	9	10	11	
VIRGINIA—continued.											
544	Petersburg*.....	21,810	5-21	7,618	400	1,543	1,857	3,400	180	466,350	2,591
545	Portsmouth.....	17,427	.....	.....	.....	.....	.....	.....	.....	.....	.....
546	Richmond.....	85,050	5-21	24,937	2,500	5,466	6,737	12,203	181	1,810,000	10,000
547	Roanoke.....	21,495	5-21	6,572	868	1,872	2,214	4,066	178	449,450	2,525
WASHINGTON.											
548	Everett.....	7,838	5-21	3,593	287	1,220	1,322	2,542	172	217,340	1,845
549	Seattle.....	80,671	5-21	19,036	927	6,694	6,854	13,548	131	1,981,625	10,375
550	Spokane.....	36,848	5-21	9,031	875	3,802	4,126	7,928	172½	1,003,703	5,819
551	Tacoma.....	37,714	5-21	11,261	649	3,984	3,967	7,951	192	1,205,288	6,277
552	Walla Walla.....	10,049	5-21	*2,686	.....	875	982	1,857	193	226,770	1,164
WEST VIRGINIA.											
553	Charleston.....	11,099	6-21	3,868	20	1,323	1,465	2,788	176	357,232	2,030
554	Huntington.....	11,923	6-21	3,582	115	1,128	1,216	2,344	158	278,060	1,760
555	Parkersburg.....	11,703	6-21	4,386	200	1,614	1,729	3,343	184	462,096	2,510
556	Wheeling.....	33,878	6-21	10,959	1,200	2,552	2,730	5,282	185	742,590	4,014
WISCONSIN.											
557	Appleton.....	15,085	4-20	5,292	1,500	1,273	1,296	2,569	176	342,394	1,962
558	Ashland.....	13,074	.....	4,598	975	1,305	1,359	2,664	190	379,497	1,997
559	Beloit.....	10,436	4-20	4,058	118	1,266	1,395	2,661	187	371,943	1,989
560	Chippewa Falls.....	8,094	4-20	3,267	819	652	735	1,387	178	206,469	1,147
561	Eau Claire.....	17,517	7-14	3,043	271	2,096	2,261	4,357	180	575,698	3,549
562	Fond du Lac.....	15,110	4-20	5,000	635	1,612	1,583	3,195	177	389,349	2,260
563	Green Bay.....	18,684	4-20	6,644	853	1,929	1,981	3,910	200	588,145	2,854
564	Janesville.....	13,185	4-20	3,909	235	1,214	1,283	2,497	180	348,238	1,904
565	Kenosha.....	11,606	4-20	4,205	750	870	878	1,748	188	251,356	1,337
566	La Crosse.....	28,895	4-20	10,052	1,092	2,707	2,646	5,353	193	816,776	4,232
567	Madison.....	19,164	4-20	5,834	944	1,584	1,618	3,202	185	487,400	2,638
568	Manitowoc.....	11,786	.....	.....	.....	.....	.....	.....	.....	.....	.....
569	Marinette.....	16,195	4-20	6,067	700	1,965	1,944	3,909	179	528,587	2,953
570	Merrill.....	8,537	4-20	3,469	770	917	920	1,837	180	252,000	1,400
571	Milwaukee.....	285,315	4-20	102,813	*21,766	21,903	20,603	42,506	198	6,406,748	32,328
572	Oshkosh.....	28,284	4-20	9,490	.....	2,321	2,365	4,686	197½	663,414	3,384
573	Racine.....	29,102	4-20	10,481	1,138	2,809	2,785	5,594	200	909,058	4,545
574	Sheboygan.....	22,962	4-20	8,865	1,700	2,131	2,162	4,293	196	655,553	3,345
575	Stevens Point*.....	9,524	4-20	3,999	555	828	794	1,622	185	221,354	1,257
576	Superior.....	31,091	4-20	*7,718	*853	3,144	3,230	6,374	176	797,624	4,525
577	Watertown*.....	8,437	4-20	3,963	840	569	580	1,149	196	174,330	894
578	Wausau.....	12,354	4-20	5,271	741	1,580	1,588	3,168	180	426,780	2,371
WYOMING.											
579	Cheyenne.....	14,087	.....	.....	200	656	692	1,348	175	169,895	965
580	Laramie.....	8,207	.....	.....	.....	.....	.....	.....	.....	.....	.....

* Statistics of 1900-1901.

a Estimated.

TABLE 8.—Statistics of supervising officers, teachers, property, etc., in public schools of cities of over 8,000 inhabitants, 1901-2.

City.	Supervising officers.		Regular teachers.			Grades in which drawing is given.	Grades in which manual training, other than drawing, is given.	Number of kindergartens.	Number of evening schools.	Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.	
	Male.	Female.	Total.	Male.	Female.								Total.
I	2	3	4	5	6	7	8	9	10	11	12	13	14
ALABAMA.													
1 Anniston*	1	0	1	3	8	11	None	All below high school.			3	4,504	\$275,000
2 Birmingham	3	1	4	10	100	110	All				11		14,000
3 Huntsville	2	0	2	2	13	15	First 6.	None.			3		
4 Mobile													
5 Montgomery	2	0	2	4	72	76	All	None.	0	0	10	2,400	170,000
6 Selma	1	2	3	1	21	22	First 8.	None.	0	0	3	1,000	60,000
ARIZONA.													
7 Tucson	2	0	2	1	20	21	All	None.			4	960	100,000
ARKANSAS.													
8 Fort Smith	1	0	1	11	46	57	All	5 to 8 and high schools.	0	1	8	2,740	60,000
9 Hot Springs*	3	0	3	13	79	92	None		0	0	13	4,707	320,000
10 Little Rock	2	0	2	15	28	43	All	None.			7	1,650	75,000
11 Pine Bluff.													
CALIFORNIA.													
12 Alameda	7	3	10	5	73	78	All	6 to 8.	* 0	1	7	2,711	177,250
13 Berkeley	2	2	4	8	72	80	All, including high school.		0		16	3,164	270,800
14 Fresno	2	1	3	12	57	69	All	8 to 10.	1		8	3,121	179,150
15 Los Angeles.	16	17	33	34	509	543	All		40	1	55	21,505	1,475,265
16 Oakland	13	5	18	21	223	244	All	High school.	1	2	19	10,000	1,513,500
17 Pasadena	1	3	4	8	68	76	All	1 to 4.	5	1	11	2,600	203,025
18 Riverside*	1	1	2	4	33	37	None		1		6	1,460	110,000
19 Sacramento	4	1	5	2	127	129	All	4 to 8.	7	1	15	4,500	369,000
20 San Diego.	6	1	7	1	177	178	1 to 8.		6	* 0	13	3,250	160,000
21 San Francisco.	28	50	78	48	847	895	All, including high school.	7, 8 and Polytechnic high school.	0	7	86	38,033	6,337,400
22 San Jose	8	9	17	2	93	95	All	None.	5	* 1	13	4,063	588,340

	23	24		2	2	2	4	7	51	58	9 and 10.	0	1	12	338,354	
Stockton.....										58	1 to 10.				60,000	
Vallejo.....										32	3 to 8.				2,429	
COLOREADO.																
Colorado Springs.....										112	All				566,000	
Cripple Creek school district										114	1 to 8.				300,000	
Denver:															5,342	
District No. 1.....										284	1 to 12.	21	*0	14	4,300	
District No. 2.....										128	All	5	*0	19	13,547	
District No. 7.....										22	All	0		11	6,137	
District No. 17.....										98	1 to 3.	0		5	1,725,457	
Leadville.....										43	1 to 12.	0		5	6,900	
Pueblo:															120,000	
District No. 1.....										78	All	0		6	4,526	
District No. 20.....										78	1 to 8.	3		2,019	150,000	
										78	All	3	0	8	2,806	
										78	All above 3d including high school.	3	0	8	3,000	
CONNECTICUT.																
Ansonia.....										61	All	0	1	6	2,600	
Bridgeport.....										240	All	0	4	*28	*10,300	
Bristol.....										51	All below high school.	3	0	13	2,167	
Danbury*.....										304	All	12	3	19	125,400	
Hartford.....										304	From the 5th through high school.	12	3	21	6,216,200	
										304	From the 5th through high school.	12	3	21	2,845,700	
MANCHESTER:																
Town schools*.....										26	All	1		8	633,500	
Ninth district.....										105	Below high school.	0		2	1,300	
Meriden.....										32	All	0	1	18	4,747	
Middletown.....										51	All	0	0	4	234,989	
Naugatuck.....										51	All	0	0	4	1,350	
New Britain.....										118	6 to 11 for boys	3	1	11	1,400	
New Haven.....										455	All	8	3	11	500,000	
New London.....										71	4 to 7.	15	5	48	1,711,705	
Norwalk*.....										71	7 and 8.	4	1	6	450,000	
Norwich.....										40	All	5	0	5	1,300	
Central district.....										23	7 to 9.	2		4	1,018	
West Chelsea district.....										98	All	2		10	3,773	
Stamford*.....										51	1 to 7.	0	0	11	290,000	
Torrington.....										32	All	0	0	12	1,600	
Vernon*.....										187	All	0	0	9	100,000	
Wallingford*.....										39	All	3	0	18	2,059	
Waterbury.....										39	All	3	0	11	6,134,700	
Windham.....										233	All	*0	*0	29	841,526	
										233	5, 6, and high school	*0	*0	29	7,582	
Wilmington.....										233	Value of sites and buildings.	*0	*0	29	*116,365	

*Statistics of 1900-1901.

a Sewing only in grades 5 to 8, and this in only two schools.

b Value of sites and buildings.

c Includes Rockville.

d Includes Willimantic.

TABLE 8.—Statistics of supervising officers, teachers, property, etc., in public schools of cities of over 8,000 inhabitants, 1901-2—Continued.

City.	Supervising officers.		Regular teachers.			Grades in which drawing is given.	Grades in which manual training, other than drawing, is given.	Number of kindergarten.	Number of evening schools.	Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.
	Male.	Female.	Total.	Male.	Female.								Total.
I						8	9	10	11	12	13	14
DISTRICT OF COLUMBIA.												
57 Washington.....	13	13	26	171	1,152	1,323	1 to 8	32	10	139	41,013	\$4,600,810
FLORIDA.												
58 Jacksonville*.....	2	0	2	23	148	171	None	0	1	9	4,138	79,359
59 Key West.....	1	0	1	2	22	24	1 to 8	0	0	4		
60 Pensacola.....	2	0	2	6	36	42	All	0	0	11	2,285	55,800
61 Tampa.....	3	0	3	4	36	40	Grammar	0	0	7	1,880	21,275
GEORGIA.												
62 Athens.....	1	0	1	4	31	35	All	0	0	6	1,750	30,000
63 Atlanta.....	5	0	5	10	235	245	All	0	1	25	11,907	435,800
64 Augusta.....	1	1	2	6	95	101	All	4	3	13		160,000
65 Brunswick.....	1	0	1	2	24	26	1 to 8	*	0	4	* 2,000	60,000
66 Columbus.....	3	2	5	15	53	68	1 to 8	0	1	10	2,720	156,000
67 Macon.....	1	1	2	10	145	155	None	0	0	49	7,500	* 225,350
68 Savannah.....	1	0	1	27	163	190	None	0	0	53	9,500	450,000
ILLINOIS.												
69 Alton.....												
Aurora:												
70 East Side.....	3	5	8	2	54	56	All			9	2,661	212,000
71 West Side.....	1	1	2	3	24	27	All			3	1,700	96,500
72 Belleville.....	3	0	3	12	51	63	All	0	0	7	3,188	138,675
73 Bloomington.....	2	3	5	0	102	102	1 to 8			* 13	* 4,250	
74 Cairo.....	1	1	2	2	4	4	All	0	0	10	1,952	151,800
75 Champaign.....	2	2	4	3	39	42	2 to 7	0	0	6	1,650	125,000
Chicago:												
76 Danville.....	165	142	307	352	5,116	5,468	All	89	0	335	235,482	25,074,900
77 Danville.....	1	1	2	7	61	68	1 to 8	0	0	8	3,024	212,800
78 Decatur.....	1	4	5	9	80	89	1 to 9	0	0	12	4,400	276,750
79 Dixon.....	2	1	3	3	18	21	12	0	0	4	1,126	85,000

TABLE 8.—Statistics of supervising officers, teachers, property, etc., in public schools of cities of over 8,000 inhabitants, 1901-2.—Continued.

City.	Supervising officers.		Regular teachers.		Grades in which drawing is given.	Grades in which manual training, other than drawing, is given.	Number of kindergarten.	Number of evening schools.	Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.	
	Male.	Female.	Total.	Male.								Female.	Total.
INDIANA—continued.												
123 South Bend.....	4	7	11	5	112	1 to 8.	None	6	10	4,701	\$451,750	
124 Terre Haute.....	2	1	3	29	164	All	None	22	21	7,116	505,741	
125 Vincennes*	1	0	1	10	29	All	None	1	6	1,500	135,000	
126 Wabash.....	1	2	3	0	52	All	None	0	7	2,100	139,000	
127 Washington.....	2	0	2	12	22	None	None	0	4	.....	175,000
IOWA.												
128 Boone.....	2	1	3	2	51	1 to 8.	None	.....	7	2,300	97,400
129 Burlington.....	2	2	4	11	103	1 to 8.	None	5	12	5,000	254,500	
130 Cedar Rapids.....	2	2	4	7	141	1 to 8.	None	2	13	.....	541,425
131 Clinton.....	2	5	7	1	86	All	None	1	13	3,600	250,000	
132 Council Bluffs*	15	2	17	9	149	All	None	8	0	.....	350,000
133 Davenport.....	1	3	4	3	115	All	None	.....	15	.....	520,725
134 Capital Park.....	1	3	4	3	94	All	None	.....	4	550	45,000
135 East Side.....	2	4	6	12	208	All	None	.....	10	3,600	295,200
136 West Side.....	2	4	6	8	122	All	7, 8, and high school	18	0	.....	703,184
137 Dubuque.....	4	4	8	12	120	All	7, 8, and high school	6	0	5,400	370,000	
138 Fort Dodge.....	2	2	4	1	52	All	All below high school.	1	7	.....	275,000
139 Fort Madison*	1	0	1	3	27	All	None	0	0	5	1,400	90,000
140 Iowa City*	1	2	3	5	39	All	5 to 12	.....	8	1,650	124,000
141 Keokuk.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
142 Marshalltown.....	1	0	1	4	62	All	None	7	8	*2,200	400,000	
143 Muscatine.....	1	0	1	4	39	All below high school.	None	0	10	2,369	150,000	
144 Osceola.....	2	0	2	5	46	Below high school.	None	6	6	2,800	167,500	
145 Ottumwa.....	7	7	14	6	131	All	*None.	.....	11	4,000	300,000
146 Sioux City.....	7	7	14	6	131	1 to 8.	None	0	0	7,094	*727,800	
Waterloo:	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
147 East Side.....	1	5	6	1	43	1 to 9	None	0	7	1,500	140,000	
148 West Side.....	1	0	1	1	31	1 to 8.	None	0	4	1,100	125,000	

KANSAS.															
149	Atchison.....	1	0	1	2	40	42	0	0	None	0	0	7	2,324	155,000
150	Emporia.....	2	0	4	42	42	46	0	0	All below high school.	0	0	9	2,400	148,000
151	Fort Scott.....	*1	*1	*2	*6	*41	*50			1 to 8.....			10	*2,500	124,500
152	Galena.....	1	0	1	6	20	25			None	0	0	4	1,678	50,000
153	Hutchinson.....	1	1	2	4	36	40			None	0	0	7	2,326	112,500
154	Kansas City.....	2	1	3	30	153	188			High school	0	0	23	9,281	579,000
155	Lawrence.....	1	0	1	6	47	53			Elementary	0	0	8	2,500	200,000
156	Leavenworth.....	*3	*10	*13	*4	*60	*64			*None			10	*3,152	104,308
157	Pittsburg.....	1	0	1	6	37	43			1 to 6 and high school			5	2,500	100,000
158	Topeka.....	3	1	4	21	135	156			None	0	0	22	7,850	581,000
159	Wichita.....	1	1	2	6	92	98			None	0	0	15	5,553	250,000
KENTUCKY.															
160	Bowling Green.....	2	1	3	5	18	23			None	0	0	3	1,047	60,000
161	Corydon*.....	4	2	6	9	102	111			None	6	2	13	4,839	200,000
162	Frankfort.....	1	0	1	*2	*35	*37			High school	1	0	*3	*1,531	*28,000
163	Henderson.....	1	2	3	0	44	50			None	0	0	6		
164	Henderson*.....	19	22	41	41	529	570			High school	0	6	70	29,390	1,411,882
165	Louisville.....	1	3	4	7	28	35			None	0	0	5	2,000	100,000
166	Newport*.....	1	0	1	11	50	61			None	0	0	11	3,150	125,000
167	Owensboro (white schools)*.....	1	0	1	11	50	61			None	0	0	11	3,150	167,175
168	Paducah*.....	1	0	1	11	50	61			None	0	0	11	3,150	167,175
LOUISIANA.															
169	Baton Rouge (white schools)	2	0	2	2	12	14			Primary and grammar	0	0	1	675	165,000
170	New Orleans.....	3	11	14	21	764	785			Elementary	18	0	72	29,809	1,750,000
171	Shreveport.....	6	2	8	8	30	38			All	0	1	7	2,100	150,000
MAINE.															
172	Anburn.....	2	2	4	6	65	71			None	0	0	20	2,149	142,500
173	Augusta*.....	1	4	4	51	55	55			None	0	1	25	112,270	100,000
174	Bangor.....	2	5	7	5	99	104			None	5	0	39	3,654	300,000
175	Bath.....	1	1	2	7	41	51			6 to 9, and 3 years in high school.	1	0	15	2,307	100,000
176	Biddeford.....	2	2	4	5	42	47			None	1	1	22	1,732	165,000
177	Lewiston.....	2	1	3	3	80	83			6 to 9, and 1 year in high school.	4	14	21		292,000
178	Portland*.....	7	6	13	10	213	223			None	6	1	35	8,305	500,000
179	Rockland*.....	1	0	1	0	53	53			None	0	0	8	70,331	70,331
180	Wadsworth.....	1	2	3	2	44	46			None	0	2	8	1,430	77,000
MARYLAND.															
181	Annapolis*.....	2	0	2	2	18	20			None			2	875	60,000
182	Baltimore.....	28	5	33	161	11,518	1,679			Grammar			129	*75,000	3,130,362

*Statistics of 1900-1901.

212	Lynn	1	0	1	20	242	262	All	8 and high school	0	2	46	1,066,800	
213	Malden	4	0	4	14	162	176	All	9 and high school	5	18	7,050	855,711	
214	Marlboro	2	0	3	6	63	66	All	None	0	8	2,930	297,105	
215	Medford	2	0	3	16	81	97	1 to 10	6, 8, and 9	7	1	4,056	662,650	
216	Melrose	3	0	3	8	78	86	All	None	0	13	*	722,171	
217	Milford	1	0	3	3	42	43	All	None	0	15	1,890		
218	Natick	1	2	3	5	43	48	All	6 to 13	0	0	2,000	100,000	
219	New Bedford	8	16	6	210	5	216	All	7 to 9	3	7	9,710	1,042,109	
220	Newburyport	1	0	1	17	51	51	All	None	0	3	12	2,381	137,972
221	Newton	1	0	1	5	92	97	All	4, 7, and 8	15	2	26	6,892	1,006,470
222	North Adams	4	4	6	5	85	97	All	8 and 9	4	3	13	3,775	450,000
223	Northampton	2	4	6	5	85	97	All	5 to 7	4	5	21	3,200	336,450
224	Peabody*	1	0	1	6	49	55	All	None	1	2	8	132,500	
225	Pittsfield	4	4	1	15	107	114	All	None	0	4	23	4,784	546,000
226	Plymouth	1	2	3	5	45	50	All	5 to 9	0	4	27	1,700	150,000
227	Quincy	4	0	4	12	115	127	1 to 10	5 to 8	0	3	13	5,637	523,725
228	Revere	4	0	4	2	63	65	All	5 to 8	0	0	12	2,700	285,000
229	Salem	2	2	4	12	117	129	All	Grammar	4	4	24	5,784	540,400
230	Somerville	3	0	5	26	255	281	All	10 and 11	4	5	25	11,214	1,180,047
231	Southbridge	1	0	1	3	34	36	All	Primary	4	4	9	1,312	116,111
232	Springfield	5	9	11	19	304	323	All	6 to 9, and high school	11	10	33	11,480	2,032,475
233	Taunton	2	1	3	13	124	137	1 to 10	7 to 9	0	7	33	6,610	446,200
234	Wakefield	2	2	4	4	54	84	1 to 13	5 to 13	0	1	10	*2,300	235,000
235	Waltham	6	1	7	4	80	81	All	None	0	4	14	8,207	518,150
236	Ware	2	1	3	1	30	31	All	None	0	4	10	1,300	102,375
237	Watertown	3	4	7	2	30	41	All	1 to 8	1	1	9		
238	Webster	2	2	4	5	63	68	All	5 to 9	3	1	18	3,200	331,450
239	Westfield	2	1	3	7	53	60	All below high school	None	0	0	19	181,400	
240	Weymouth	2	1	3	5	63	70	1 to 9	None	0	1	14	3,221	242,574
241	Woburn	2	1	3	5	63	70	1 to 9	9	12	14	70	*274,539	2,702,351
242	Worcester	18	8	20	43	508	557	1 to 9						
MICHIGAN.														
243	Adrian	1	1	2	3	41	43	1 to 10	None	0	0	7	1,875	150,000
244	Albena	1	1	2	2	39	41	Primary and grammar	None	0	8	8	1,952	89,119
245	Ann Arbor	1	3	4	10	59	69	All	3 to 9	0	7	20	2,200	230,000
246	Battle Creek	3	2	5	7	85	92	All	5 to 8	0	0	9	3,331	250,000
247	Bay City	2	4	6	5	113	118	1 to 10	5 to 8	0	0	11	4,730	310,000
248	Calumet school district	1	4	5	9	121	130	1 to 8	From 5 through high school	13	0	18	5,571	198,700
249	Detroit	26	50	76	42	855	897	All	4 to 8	33	10	71	33,554	4,028,000
250	Escanaba	1	1	2	1	36	37	1 to 8	None	0	0	5	1,747	125,000
251	Flint	2	4	4	4	61	65	1 to 8	7 and 8	0	0	9	2,400	370,000
252	Grand Rapids	8	34	42	25	373	398	1 to 9	5 to 8	29	38	15,943	370,300	
253	Holland	1	1	2	2	32	37	1 to 10	None	3	5	1,720	1,101,500	
254	Iron Mountain	1	0	1	4	47	51	1 to 7	None	0	0	5	2,200	150,000
255	Ironwood*	1	2	3	5	52	55	All	None	5	0	8	2,917	200,000
256	Isheming	3	2	6	2	83	91	1 to 8	From 6 through high school	5	0	15	5,732	230,000
257	Jackson	1	0	2	3	59	61	1 to 8	None	0	0	10	3,017	430,000
258	Kalamazoo	1	0	6	103	109	109	All	9 to 12	9	1	10	8,017	330,000
259	Lansing	1	2	3	3	75	78	1 to 8	None	0	0	12	*3,126	180,000

* Statistics for 1900-1901.

TABLE 8.—Statistics of supervising officers, teachers, property, etc., in public schools of cities of over 8,000 inhabitants, 1901-2—Continued.

City.	Supervising officers.		Regular teachers.		Grades in which drawing is given.	Grades in which manual training, other than drawing, is given.	Number of kindergarten.	Number of evening schools.	Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.	
	Male.	Female.	Male.	Female.								7	8	9	10	11	12	13	14
NEW JERSEY—continued.												
Harrison.....	2	0	0	16	16	8	None	7	2	2	800	\$40,000
Hoboken.....	8	1	0	193	193	3 to 9 and high school	6 to 8	3	1	16	8,619	1,331,000
Jersey City.....	18	29	47	547	594	All	None	3	6	28	22,419	1,678,061
Kearney.....	1	1	2	43	45	1 to 12	None	0	1	6	2,275	165,000
Long Branch.....	2	3	5	56	61	All	5 to 8	3	0	10	3,632	258,000
Millville*.....	2	1	3	43	47	All	Elementary	7	1	9	3,310	341,000
Montclair.....	1	1	2	36	38	All	None	3	1	3	1,552	130,000
Morrisdown.....	40	12	52	865	917	All	All	36	12	56	33,374	*2,632,900
New Brunswick.....	1	0	1	5	6	4 to 12	None	1	1	0	2,283	136,000
Orange.....	8	5	13	78	83	All	All	5	1	6	3,064	290,000
Passaic.....	4	12	16	104	120	All	3 to 8	2	2	9	4,720	285,000
Patterson.....	25	2	27	342	369	All	7 and 8	21	5	19	14,163	850,065
Perth Amboy.....	1	0	1	5	6	From 3 up	None	1	0	9	2,704	167,500
Phillipsburg.....	1	0	1	36	37	2 to 10	None	0	0	6	1,725	160,000
Plainfield.....	3	4	7	69	74	All	None	5	0	8	232,000	232,000
Rahway.....	1	0	1	3	4	All	None	0	0	4	1,400	100,000
Town of Union.....	5	1	6	45	51	All	From 3 through high school	2	3	3	2,460	150,000
Trenton*.....	2	7	9	225	237	All	None	5	0	5	4,194	190,000
West Hoboken.....	2	7	9	83	92	All	None	5	0	5	4,194	190,000
NEW YORK.												
Albany.....	17	9	26	270	297	All	High school	21	3	21	12,872	1,331,000
Amsterdam.....	2	1	3	60	63	All	None	0	0	11	3,550	*123,275
Autburn.....	4	9	13	41	54	All	Primary	4	1	15	4,069	465,000
Batavia.....	1	0	1	0	1	All	Primary	0	0	7	*1,800	231,938
Binghamton.....	2	2	4	13	19	All	9 to 12	14	0	16	7,282	462,897
Buffalo*.....	59	16	75	1,180	1,239	All	None	18	12	89	60,105	3,670,463
Coboes.....	3	0	3	66	69	All	None	4	0	10	2,668	105,400

347	Corning:	2	1	3	0	24	24	1 to 8, and 10	None	0	2	1,412	145,000	
348	District No. 9.							All	None		1	600	24,288	
349	District No. 13.	1	2	3	1	11	11	In 10 grades.	None	1	4	1,150	60,000	
350	Cortland	1	2	3	1	29	30	All	High school.	0	8	*2,199	249,000	
351	Dunkirk	8	7	15	2	133	135	All	None	0	13	6,450	625,000	
352	Edmra	1	1	2	3	49	52	Elementary and first high school.	3 to 6 in one school.	4	0	1,328	135,782	
353	Geneva	2	2	4	1	42	43	All	None	2	0	1,584	150,000	
354	Glens Falls*	1	1	2	2	70	70	All	None	5	9	3,550	173,350	
355	Gloversville	1	6	7	1	53	54	All	None	4	0	2,400	128,000	
356	Hornellsville	1	1	2	4	30	31	1 to 8 and high school.	3 to 5	0	3	1,528	80,000	
357	Hudson	1	2	4	6	50	56	1 to 9 and high school.	6 to 8	0	7	2,000	175,000	
358	Ithaca	3	0	3	6	106	112	All	All	9	0	43,692	333,115	
359	Jamestown	1	0	1	4	43	44	All	None	2	0	2,850	*119,978	
360	Johnstown	11	2	13	5	76	81	All	None	0	10	4,304	317,379	
361	Kingston													
362	Launspurg													
363	Little Falls.	1	0	1	4	28	32	1 to 8	None	2	0	1,300	150,000	
364	Lockport.	1	0	1	4	77	81	1 to 9	None	2	0	3,830	325,000	
365	Middletown	1	2	3	5	52	57	All	3 and 4	0	0	2,196	215,000	
366	Mount Vernon	5	1	6	2	106	102	All	None	2	1	4,523	463,100	
367	Newburg	6	2	8	9	93	102	All	None	0	1	3,730	397,500	
368	New Rochelle.	2	0	11	1	79	80	2 to 11	8 to 11	0	7	2,990	278,375	
369	New York	283	500	873	951	10,214	11,105	All	In one primary school.	152	78	508,827	*56,104,483	
370	Niagara Falls	4	3	7	3	49	52	All	53 to 71 B	7	2	3,522	250,000	
371	North Tonawanda*	1	1	1	7	48	45	1 to 8	None	4	0	1,826	.....
372	Ogdensburg*	1	0	3	5	53	59	All	None	6	1	2,414	189,100	
373	Oran school district.	2	1	3	1	38	39	All	None	6	6	2,718	215,593	
374	Oswego	1	0	1	5	81	89	All	None	0	15	4,000	.....
375	Peekskill:													
376	District No. 7 (Drum Hill).	1	0	1	0	22	22	All	None	1	3	850	49,860	
377	District No. 8 (Oaksides).	1	2	3	0	15	15	All	None	0	1	768	62,500	
378	Plattsburg	*1	*2	*3	1	47	48	All	None	2	0	1,965	96,265	
379	Port Jervis.	1	2	3	4	39	43	All	None	0	6	2,000	105,522	
380	Poughkeepsie.	2	2	5	4	79	83	All	None	2	1	12	3,400	225,000
381	Rochester	17	31	43	8	624	632	All	All below high school.	31	3	21,618	1,631,000	
382	Rome	1	3	4	2	47	49	Elementary and first high school.	None	5	0	2,080	209,000	
383	Saratoga Springs*													
384	Schenectady	2	2	4	2	109	111	All	None	5	6	2,445	300,000	
385	Syracuse	16	28	54	23	471	494	All	7 and 8	22	4	37	19,572	*1,757,800
386	Troy	8	2	10	8	204	210	All	None	4	25	8,470	.....
387	Utica	7	5	12	14	235	250	All	All below high school.	14	1	25	9,249	776,100
388	Watertown.	2	2	3	5	3	107	1 to 8	None	0	1	12	4,000	281,500
389	Watervliet.	1	1	2	3	39	41	All	None	2	0	6	1,800	95,000
390	White Plains.	1	1	2	3	31	31	All	4 to 8	3	1	3,318	85,597	
391	Yonkers.	2	2	8	10	6	173	All	5 to 7 and high school.	9	13	5,733	1,091,600	

* Statistics for 1900-1901.

a Does not include kindergartens.

TABLE 8.—Statistics of supervising officers, teachers, property, etc., in public schools of cities of over 8,000 inhabitants, 1901-2—Continued.

City.	Supervising officers.		Regular teachers.		Grades in which drawing is given.	Grades in which manual training, other than drawing, is given.	Number of kindergarten.	Number of evening schools.	Buildings used for school purposes.	Seats or sittings for the schools.	Value of public property used for school purposes.		
	Male.	Female.	Total.	Male.								Female.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
NORTH CAROLINA.													
Asheville.....	2	2	4	3	28	41	1 to 7.....	1 to 7.....			6	1,884	\$30,000
Charlotte.....	2	0	2	5	16	19	None.....	None.....	0		3	80	20,000
Concord*.....	1	0	1	3	31	36	None.....	None.....			7	1,900	55,000
Greensboro*.....	2	0	2	3	19	22	None.....	None.....			3		36,000
Newbern.....	2	0	2	4			None.....	None.....					
Raleigh.....	2	0	2	4			None.....	None.....					
Wilmington.....	4	0	4	4	30	34	Primary.....	None.....			4	1,800	50,000
Winston.....	1	2	3	6	46	52	All.....	None.....	0	0	7	2,500	250,000
Fargo	1	2	3	6	46	52	All.....	None.....	0	0	7	2,500	250,000
NORTH DAKOTA.													
Fargo	1	2	3	6	46	52	All.....	None.....	0	0	7	2,500	250,000
OHIO.													
Akron.....	9	3	12	22	168	*190	1 to 12.....	5 to 11.....	9	3	15	10,450	650,000
Alliance.....	1	0	1	11	28	39	All.....	None.....	0	0	6	1,750	143,000
Ashland.....	3	1	4	4	35	39	All.....	None.....	0	0	6	1,700	128,000
Bellevue.....	1	0	1	5	38	43	All.....	None.....	0	0	7	1,736	85,000
Cambridge.....	1	0	1	4	37	41	None.....	None.....	0	0	4	1,950	180,000
Canton.....	4	1	5	21	121	145	All.....	None.....	2	0	16	7,000	585,000
Chillicothe.....	1	0	1	8	61	69	All.....	None.....	0	0	7	2,644	160,000
Cincinnati.....	10	0	10	143	795	938	All.....	None.....	0	0	9	41,348	4,300,000
Cleveland.....	15	59	74	65	1,268	1,273	All.....	None.....	23	33	72		6,354,960
Columbus.....	8	34	42	27	434	461	All.....	None.....	0	0	3		2,570,562
Dayton.....	17	14	31	30	361	391	All.....	None.....	19	31	50		1,447,445
East Liverpool.....	1	0	1	8	62	70	All.....	None.....	0	0	3		1,400
Elyria.....	1	0	1	5	34	39	All.....	None.....	0	0	12	3,100	162,500
Findlay*.....	1	0	1	9	71	80	All.....	None.....	3	6	14	1,450	290,000
Fremont.....	1	0	1	4	36	40	Below high school.....	None.....	0	0	9	1,450	75,000
Hamilton*.....	3	1	4	16	78	94	All.....	None.....	3	6	9	3,350	325,000
Hamilton*.....	3	1	4	16	78	94	All.....	None.....	3	6	9	3,350	325,000
Ironton.....	2	0	2	7	45	52	None.....	None.....	0	0	7	2,600	150,000
Lancaster.....	1	0	1	5	34	39	None.....	None.....	0	0	5	1,600	150,000

417	Idmah*	3	1	1	4	87	91	1 to 8				12	260,000
418	Lorain	1	4	1	6	53	59	All				10	186,685
419	Mansfield	1	1	4	4	83	87	All	6	0		9	400,000
420	Mariceta	1	0	1	1	56	64	All	4	0		11	135,000
421	Marion	1	0	3	7	40	61	1 to 8	0	0		8	210,000
422	Massillon	3	0	3	7	37	41	All	0	0		8	256,000
423	Middletown	1	0	1	5	39	44	All	0	0		4	185,000
424	Newark	3	2	5	7	76	83	1 to 9	0	0		13	250,000
425	Piqua	3	2	3	3	47	50	1 to 9	0	0		11	175,000
426	Portsmouth	2	1	3	2	68	70	1 to 8	0	0		8	232,300
427	Sandusky	1	0	1	6	71	77	Elementary	0	0		17	300,000
428	Springfield	1	0	1	24	139	163	All	0	0		6	490,000
429	Steubenville*	2	1	3	6	46	52	1 to 8	0	0		6	164,000
430	Tiffin	11	17	28	38	436	474	1 to 12	24	1		42	1,355,000
431	Toledo	2	2	4	6	36	42	1 to 8	0	0		8	1,900,000
432	Warren	1	0	1	4	27	33	None	0	1		7	1,900,000
433	Wellston	1	0	1	4	42	46	1 to 8	0	0		6	156,000
434	Xenia	10	10	20	6	163	169	All	0	0		23	700,000
435	Youngstown							High school					
436	Zanesville												
OKLAHOMA.													
437	Guthrie*	1	0	1	5	36	41	All		5	0	5	75,000
438	Oklahoma City	1	0	1	6	63	69	All				7	200,000
OREGON.													
439	Astoria	1	0	1	4	27	31	1 to 10		0	0	5	* 70,000
440	Portland	17	4	21	9	283	292	All		0	3	30	1,284,416
PENNSYLVANIA.													
441	Allegheny	24	3	27	39	337	376	All		12	12	30	2,445,688
442	Allentown	1	1	2	19	90	127	All below high school		0	1	16	6,250
443	Altoona	1	3	4	19	140	150	All		0	0	13	7,800
444	Beaver Falls	1	0	1	* 3	* 41	* 44	All		0	0	5	548,500
445	Bradford	2	5	7	2	47	49	All		0	0	4	185,000
446	Bradford	1	2	3	6	60	65	All		0	0	5	2,300
447	Butler	3	2	5	9	48	50	1 to 9		3	0	8	220,000
448	Carbondale	* 1	* 0	* 1	12	50	57	None		0	0	10	2,400
449	Carlisle	* 1	* 1	* 2	3	23	25	None		* 2		7	* 190,000
450	Chambersburg	1	0	1	3	30	39	None				7	* 111,500
451	Chester	1	1	2	6	133	139	None				25	1,800
452	Columbia	2	0	2	4	42	46	All below high school		0	1	6	6,392
453	Danville	1	0	1	4	24	28	1 to 3		0	0	5	2,000
454	DuBois	1	1	2	4	34	38	All		0	0	4	73,000
455	Dumfries	* 1	* 0	* 1	5	49	54	None		2		10	1,650
456	Duquesne	1	1	5	6	1	45	All		* 0		5	* 125,000
457	Easton	2	0	2	25	80	105	All		0	0	15	557,300
458	Erie	1	17	18	8	202	210	From fourth year		2	1	20	951,980

* Statistics for 1900-1901.

TABLE 8.—Statistics of supervising officers, teachers, property, etc., in public schools of cities of over 8,000 inhabitants, 1901-2—Continued.

City.	Supervising officers.		Regular teachers.			Grades in which drawing is given.	Grades in which manual training, other than drawing, is given.	Number of kindergarten.	Number of evening schools.	Buildings used for school purposes.	Seats or sittings for the schools.	Value of public property used for school purposes.
	Male.	Female.	Total.	Male.	Female.								Total.
PENNSYLVANIA—continued.												
459 Harrisburg.....	1	0	1	25	167	189	All	High school	0	3	25	9,989
460 Hazleton.....	2	1	3	9	47	56	All	None	0	5	8	3,021
461 Homestead.....	2	8	10	4	47	49	All	From 6 through high school.	0	6	6	2,100
462 Johnstown.....	2	2	4	25	117	142	All	Grammar and high school.	4	10	25	6,500
463 Lancaster.....	1	0	1	6	100	118	All	None	4	19	19	6,190
464 Lebanon.....	2	0	2	6	61	70	None	None	0	4	12	2,800
465 McKeesport.....	*1	*0	*1	18	142	161	From 3 to high school.	From 3 to high school.	0	4	13	6,789
466 Mahanoy City.....	1	0	1	7	35	42	From 3 to high school.	5 to 7	0	4	6	2,580
467 Meadville.....	1	3	4	1	51	55	1 to 8.	1 to 7	0	4	4	115,000
468 Mount Carmel.....	1	2	3	6	33	41	1 to 11.	None	0	0	6	2,300
469 Nanticoke.....	10	33	43	16	110	126	Primary	None	0	7	6	2,342
470 Newcastie.....	4	0	4	16	77	81	Elementary	None	0	8	11	5,900
471 Norristown.....	1	0	1	7	70	77	All above 3.	All above 7.	0	8	10	402,445
472 Oil City.....	3	52	55	269	3,411	3,680	All	(a)	143	43	298	3,370
473 Philadelphia.....	60	108	168	269	3,411	3,680	All	(a)	143	43	298	10,325,600
474 Phoenixville.....	2	0	2	27	27	29	All except 2 in high school.	All	22	4	4	1,500
475 Pottsville.....	31	13	44	22	957	979	All	All	22	85	51,000	3,900,000
476 Pottsville.....	2	0	2	3	36	39	None	None	7	6	6	2,200
477 Pottsville.....	2	0	2	7	28	35	None	None	7	6	6	58,000
478 Pottsville.....	1	0	1	14	53	67	High school	None	0	0	22	3,240
479 Reading.....	1	0	1	14	51	65	High school	None	0	0	21	192,658
480 Reading.....	1	*1	*2	9	313	322	All above primary.	None	0	0	25	*350,000
481 Scranton.....	2	3	5	35	305	340	All	All above primary.	8	83	45	1,010,200
482 Shamokin.....	1	0	1	14	75	89	1 to 8	None	0	6	8	16,000
483 Sharon.....	2	1	3	0	38	41	Elementary	None	0	8	8	3,600
484 Shenandoah.....	1	2	3	7	51	58	All	High school	0	12	10	1,000
485 South Bethlehem.....	2	0	2	17	37	47	All	None	0	6	6	3,360
486 Steelton.....	2	0	2	10	26	33	All	None	0	6	6	2,246
487 Sunbury.....	1	1	2	14	31	45	1 to 9	None	0	0	8	2,217
488 Tuscarora.....	1	0	1	2	45	47	1 to 12	None	0	8	6	2,400
489 Warren.....	1	0	1	7	40	47	All	Sewing, 3 to 7.	4	5	5	1,750
490 West Chester.....	1	0	1	4	35	39	All	High school	.....	.....	.....	*1,562
491 Wilkesbarre.....	2	2	4	29	159	188	All	High school	.....	.....	.....	9,792

492	Williamsburg	1	0	1	2	51	53	All above first.	None	0	0	3	2,600	250,000
493	Williamsport	1	1	2	18	93	111	Elementary	None	0	1	14	5,475	350,000
494	York	1	1	2	29	104	133	All	None	0	1	22	6,137	*625,000
RHODE ISLAND.														
495	Central Falls	1	2	3	2	53	55	All	None	0	3	9	2,328	103,000
496	Cranston	1	2	3	8	55	63	None	None	4	1	16	2,250	180,000
497	Cumberland*	2	3	5	2	36	40	None	None	0	4	11	62,500	62,500
498	East Providence	1	0	1	2	55	57	All	None	0	1	17	2,443	150,500
499	Lincoln	1	0	1	2	29	31	All	None	0	0	11	3,568	392,989
500	Newport	1	0	1	11	95	106	All	4 to 13	5	3	14	742,313	742,313
501	Pawtucket	7	2	9	4	145	149	All	High school	7	5	28	6,068	2,693,367
502	Providence	2	18	20	54	621	675	All	High school	24	20	99	28,491	2,693,367
503	Warwick	1	1	2	9	57	66	1 to 9	None	7	24	24	3,935	330,000
504	Woonsocket	2	2	4	5	97	102	All	7 to 9	3	7	20	3,935	330,000
SOUTH CAROLINA.														
505	Charleston	6	6	12	8	92	100	All	None	0	0	6	7,213	200,000
506	Columbia	1	1	2	6	32	38	All	Elementary	0	0	5	1,900	56,000
507	Greenville	1	1	2	3	27	30	1 to 7	None	1	1	4	*1,620	62,300
508	Spartanburg	1	1	2	3	27	30	1 to 7	None	1	1	4	*1,620	62,300
SOUTH DAKOTA.														
509	Sioux Falls	1	1	2	2	51	53	All	All	0	0	10	2,165	280,000
TENNESSEE.														
510	Chattanooga	5	2	7	*5	*85	*90	All	None	0	0	7	5,200	400,000
511	Clarksville	1	0	1	2	28	30	All	None	0	0	2	1,800	43,210
512	Jackson	2	1	3	7	38	45	All	1 to 6	0	0	13	2,800	60,000
513	Knoxville	5	1	6	13	72	85	1 to 8	None	0	1	30	4,180	180,000
514	Memphis	1	0	1	21	214	235	None	None	0	1	30	*9,111	478,513
515	Nashville	20	1	21	24	131	215	All	7 to 9	0	1	18	9,700	480,250
TEXAS.														
516	Austin	1	0	1	15	57	72	1 to 8	8 to 11	0	0	12	3,714	191,450
517	Beaumont	1	0	1	7	29	36	All	None	0	0	6	1,300	125,000
518	Constitution	1	0	1	21	122	143	1 to 8	None	0	0	13	6,830	363,875
519	Dallas	1	1	2	5	37	42	1 to 7	None	0	0	10	2,075	124,300
520	Denison	1	1	2	6	33	40	1 to 8	None	2	7	20	2,400	204,400
521	El Paso	1	2	3	6	39	48	1 to 7	None	0	0	13	5,000	221,287
522	Fort Worth	1	0	1	19	69	83	1 to 7	None	0	0	8	1,310	119,535
523	Gainesville	1	0	1	4	29	33	1 to 8	None	0	0	5	4,540	442,300
524	Galveston	2	1	1	14	72	86	1 to 8	None	0	0	8	4,540	442,300
525	Houston	2	1	3	40	151	181	1 to 7	None	0	0	21	7,300	587,454
526	Laredo	1	*0	1	1	21	22	1 to 6	Grammat.	0	0	8	1,921	12,500
527	Faustine	1	0	1	9	29	33	1 to 6	Grammat.	0	0	9	1,921	81,360

^aIn two manual-training schools. For girls, cooking in the sixth year and sewing from third year up.

* Statistics for 1900-1901.

TABLE 8.—Statistics of supervising officers, teachers, property, etc., in public schools of cities of over 8,000 inhabitants, 1901-2—Continued.

City.	Supervising officers.		Regular teachers.			Grades in which drawing is given.	Grades in which manual training, other than drawing, is given.	Number of kindergartens.	Number of evenings schools.	Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.	
	Male.	Female.	Total.	Male.	Female.								Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
TEXAS—continued.													
528 Paris*	1	0	1	5	44	49	8	None	0	0	7	1,300	\$80,250
529 San Antonio	1	1	2	31	108	139	3 to 6 (sewing)	None	0	0	21	7,269	328,338
530 Sherman	1	0	1	3	36	39	1 to 7	None	0	0	5	*1,644	98,500
531 Tyler	1	0	1	6	24	30	1 to 7	None	0	0	5	1,366	60,500
532 Waco	1	0	1	14	54	68	1 to 4	None	0	0	12	3,440	177,600
UTAH.													
533 Ogden	4	3	7	18	82	100	All	None	0	0	19	4,200	367,425
534 Salt Lake City	17	6	23	26	272	298	All	7 and 8	0	0	25	*11,325	1,170,766
VERMONT.													
535 Barre	1	1	2	3	38	41	None	None	0	0	8	1,770	125,000
536 Burlington	2	1	3	6	72	78	All	None	5	2	15	3,000	350,000
537 Rutland	1	3	4	2	56	58	9	None	3	0	10	2,183	α159,200
VIRGINIA.													
538 Alexandria	1	0	1	9	25	31	None	None	0	0	5	1,950	40,000
539 Danville	2	0	2	7	47	51	Primary and grammar	None	0	0	5	2,500	47,000
540 Lynchburg	4	3	7	7	52	59	All	2 years below high school	0	0	9	3,000	130,000
541 Manchester	2	0	2	8	41	52	None	None	0	0	8	2,280	125,000
542 Newport News	12	0	12	11	76	87	None	3	0	0	12	4,600	300,000
543 Norfolk	1	0	1	2	51	53	None	None	0	0	9	3,150	75,000
544 Petersburg*	20	0	20	29	236	265	None	None	0	0	19	11,841	474,151
545 Portsmouth	1	0	1	12	50	62	Elementary	None	0	0	8	3,950	145,000
546 Richmond													
547 Roanoke													
WASHINGTON.													
548 Everett	3	2	5	2	51	53	1 to 10	High school	0	0	7	2,400	267,000
549 Seattle	14	3	17	7	267	274	All	High school	1	1	24	11,825	1,181,268

CITY SCHOOL SYSTEMS.

550	Spokane	6	8	14	10	159	169	All	None	2	0	19	7,087	817,732
551	Tacoma	10	10	20	14	176	190	All	None	1	.....	22	8,200	925,977
552	Walla Walla	1	0	1	4	32	36	All	None	0	.....	3	1,600	* 181,178
WEST VIRGINIA.														
553	Charleston	2	1	3	5	57	62	Nearly all	None	.....	.....	8	* 2,724	191,040
554	Huntington	1	3	4	6	46	52	Elementary	None	0	0	7	1,975	78,400
555	Parkersburg	3	0	3	11	58	69	None	None	0	0	15	* 3,100	250,000
556	Wheeling	2	0	2	8	137	145	Intermediate	None	.....	.....	13	.....	750,000
WISCONSIN.														
557	Appleton	4	1	5	2	67	75	All	8 and high school	5	0	8	3,900	208,200
558	Ashland	2	3	5	5	52	58	All	None	0	0	11	2,400	160,000
559	Beloit	1	2	3	3	58	61	Elementary and first high school.	None	4	.....	11	2,100	200,000
560	Chippewa Falls	1	1	2	6	30	36	All	4 to 7 (sewing)	0	0	8	1,469	96,000
561	Eau Claire	1	0	1	11	88	99	1 to 8	1 to 10	0	0	14	4,000	218,000
562	Fond du Lac	2	2	4	3	61	64	All	First 3 years of high school.	6	0	9	3,000	200,000
563	Green Bay	1	1	2	4	73	77	1 to 8	High school	0	0	13	3,670	200,000
564	Janesville	2	0	2	5	53	58	1 to 8	9 to 12	0	0	9	2,300	205,000
565	Keshiwa	2	1	3	4	33	37	1 to 8	None	0	0	6	1,900	137,500
566	La Crosse	1	2	3	9	121	130	All	None	0	0	15	5,892	300,000
567	Madison	2	2	4	4	68	72	1 to 9	None	2	0	11	2,959	280,000
568	Manitowoc	1	1	2	8	62	70	1 to 8	7, 8, and high school	6	.....	7	3,418	150,000
569	Marquette	1	0	1	6	36	42	All	All	1	.....	6	2,000	50,000
570	Merrill	4	8	52	68	733	861	All	High school ^b .	45	0	88	41,330	3,079,142
571	Milwaukee	2	2	4	13	105	118	1 to 10	None	10	2	11	4,854	428,500
572	Oshkosh	1	1	2	3	14	17	1 to 8	Kindergartens and school for deaf.	9	0	10	5,310	428,500
573	Racine	1	2	3	18	98	116	Elementary	None	7	0	11	4,600	* 246,000
574	Sheboygan	14	2	16	18	98	116	Elementary	None	7	0	11	4,600	* 246,000
575	Stevens Point*	1	2	3	2	44	46	All	None	4	.....	8	1,985	100,000
576	Superior	8	5	13	14	142	156	All	6 to 8 and high school	9	1	15	6,000	478,319
577	Watertown*	1	0	1	3	25	28	All	None	0	0	4	1,400	80,000
578	Wausaw	1	2	3	11	59	70	All	None	6	0	9	3,200	217,500
WYOMING.														
579	Cheyenne	1	0	1	.....	30	.....	None	.....	.....	.....	5	1,300	140,000
580	Laramie	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

* Statistics of 1900-1901.

^a Value of grounds and buildings.

^b Also in school for the deaf.

Cooking is taught in grades 5 to 8.

TABLE 9.—Statistics of receipts of public schools of cities of over 8,000 inhabitants, 1901-2.

	City.	From State apportionment or taxes.	From city appropriations or taxes.	From county and other taxes.	From all other sources.	Total.	Amount available for use during the year. ^a
	1	2	3	4	5	6	7
ALABAMA.							
1	Anniston						
2	Birmingham	\$14,862	\$16,241	\$14,888	\$9,216	\$55,207	\$11,432
3	Huntsville	3,357	3,983			7,340	7,340
4	Mobile						
5	Montgomery	10,060	40,605		683	51,348	51,348
6	Selma	5,500	10,000		3,000	18,500	
ARIZONA.							
7	Tucson						
ARKANSAS.							
8	Fort Smith	5,269	20,600		1,025	26,894	36,485
9	Hot Springs*	4,000	19,000	2,000		25,000	26,000
10	Little Rock						
11	Pine Bluff						
CALIFORNIA.							
12	Alameda	42,132	28,284	28,109	656	99,181	218,262
13	Berkeley	38,360	29,000	24,641		92,001	97,644
14	Fresno	26,022	28,462	17,820	2,674	74,978	186,727
15	Los Angeles	283,716	223,317	70,493	1,091	578,617	741,399
16	Oakland	151,790	62,237	109,203	2,517	325,747	342,588
17	Pasadena	37,365	19,467	21,379		78,211	103,605
18	Riverside*	13,466	11,494	12,551	1,263	38,774	84,306
19	Sacramento	51,204	85,155	31,083	112	167,554	180,208
20	San Diego	26,738	30,963	18,489	198	76,388	82,793
21	San Francisco	784,143	536,133		67,608	1,387,884	1,475,760
22	San Jose	53,025	33,914	32,268	4,565	123,772	125,550
23	Stockton	31,916	42,141	18,752	621	93,430	258,269
24	Vallejo	15,189		16,278	30	31,497	38,420
COLORADO.							
25	Colorado Springs	31,730	96,329	19,557	18,239	165,855	302,047
26	Cripple Creek school district	23,854	(137,349)		16,527	177,730	190,944
Denver:							
27	District No. 1		<i>b</i> 304,875	<i>c</i> 151,808	1,491	458,174	478,839
28	District No. 2	7,000		192,089	1,868	200,957	225,181
29	District No. 7		<i>d</i> 20,432	10,336	341	31,109	33,375
30	District No. 17		<i>d</i> 63,947	62,872	23,754	150,573	150,573
31	Leadville		<i>d</i> 25,570	20,436	4,376	50,382	63,767
Pueblo:							
32	District No. 1					118,203	122,964
33	District No. 20	20,923		64,305	10,275	95,503	
CONNECTICUT.							
34	Ansonia	7,292	31,780			39,072	39,072
35	Bridgeport	39,249	201,247		1,885	242,381	242,381
36	Bristol	4,878	23,996	14,684	1,367	44,925	47,175
37	Danbury*	10,240		35,681	3,475	49,396	
38	Hartford	37,645	69,102	182,459	103,213	392,419	
Manchester:							
39	Town school*	2,653	10,782		369	13,804	
40	Ninth district	3,333	19,913		800	24,046	24,046
41	Meriden	15,435		65,868		81,303	81,303
42	Middletown						
43	Naugatuck		<i>e</i> 32,134	15,258	427	47,819	52,681
44	New Britain			90,582	3,876	94,458	
45	New Haven		464,619			464,619	464,744
46	New London	8,285	43,770		10,383	62,438	121,713
47	Norwalk*	10,087		54,415	1,436	65,938	
Norwich:							
48	Central district	6,910	28,069		2,169	37,148	
49	West Chelsea district	4,822	9,007		1,294	15,123	17,461
50	Stamford*	9,848	70,000			79,888	79,888
51	Torrington	7,217	34,631		5,712	47,560	
52	Vernon ^f	4,396	20,000	60		24,456	24,456
53	Wallingford*	4,563		37,207	5,794	47,564	

* Statistics of 1900-1901.

^a Includes balances brought forward, receipts from loans, etc.^b Special fund.^c General fund.^d District taxes.^e Includes State appropriation.^f Includes Rockville.

TABLE 9.—Statistics of receipts of public schools of cities of over 3,000 inhabitants, 1901-2—Continued.

	City.	From State apportionment or taxes.	From city appropriations or taxes.	From county and other taxes.	From all other sources.	Total.	Amount available for use during the year.
	1	2	3	4	5	6	7
CONNECTICUT—continued.							
54	Waterbury	\$26,858	\$260,506	.....	\$1,617	\$288,981	\$288,981
55	Windham ^a	4,926	25,414	.....	2,360	32,700	35,000
DELAWARE.							
56	Wilmington	24,134	190,932	.....	22,867	237,933	237,933
DISTRICT OF COLUMBIA.							
57	Washington	^b 857,336	857,335	.....	.....	1,714,671	.....
FLORIDA.							
58	Jacksonville*	4,317	14,244	\$27,419	21,250	67,230	67,230
59	Key West	1,545	.....	8,772	1,765	12,082	12,719
60	Pensacola	2,300	.....	16,318	.....	18,618	18,618
61	Tampa .....	.....	.....	.....	.....	.....	.....
GEORGIA.							
62	Athens	6,731	12,100	.....	448	19,279	20,106
63	Atlanta	45,793	136,328	.....	30	182,151	182,151
64	Augusta	30,512	54,049	.....	6,369	90,930	.....
65	Brunswick	10,440	4,250	1,750	200	16,640	.....
66	Columbus	10,680	28,965	.....	.....	39,635	.....
67	Macon ^c	33,549	.....	51,000	2,541	87,090	87,090
68	Savannah ^d	39,837	.....	99,074	3,600	142,511	142,511
ILLINOIS.							
69	Alton .....	.....	.....	.....	.....	.....	.....
Aurora:							
70	East Side	3,634	46,985	6,239	402	57,260	63,162
71	West Side	1,045	.....	29,000	648	30,693	37,476
72	Belleville	3,302	54,133	.....	466	57,901	80,905
73	Bloomington	4,056	85,402	.....	19,156	108,614	.....
74	Champaign	1,855	.....	41,513	56	43,424	49,026
75	Chicago	1,807	.....	34,500	228	36,535	36,535
76	Chicago	366,740	8,522,591	.....	769,243	9,658,574	12,568,529
77	Danville	3,305	.....	67,345	2,032	72,682	91,308
78	Decatur	5,009	74,264	.....	13,381	92,654	125,527
79	Dixon	(^e)	16,292	(^e)	1,197	17,489	21,712
80	East St. Louis	3,425	.....	163,907	.....	167,332	170,060
81	Elgin	3,207	86,915	1,286	261	91,669	136,771
Evanston:							
82	District No. 1 .....	.....	.....	.....	.....	92,581	95,935
83	District No. 74 (North Evanston)	268	.....	10,100	98	10,466	10,927
84	District No. 76 (South Evanston)	1,694	56,351	.....	734	58,779	58,985
85	Freeport	2,117	.....	50,978	1,103	54,198	70,715
86	Galesburg	3,063	70,094	.....	1,137	74,294	89,470
87	Jacksonville	2,327	61,681	.....	854	64,962	96,500
88	Joliet	7,777	107,190	.....	1,015	115,982	153,316
89	Kankakee	2,502	38,969	.....	896	42,366	47,435
90	Kewanee	1,200	.....	46,000	765	47,965	49,765
91	Lasalle .....	.....	23,840	160	.....	24,000	24,000
92	Lincoln*	1,760	17,107	8,500	134	27,501	27,501
93	Mattoon*	1,865	.....	45,233	1,732	48,850	55,942
94	Moline .....	.....	.....	.....	.....	100,963	139,016
95	Ottawa*	1,921	.....	33,982	2,082	40,985	50,798
96	Pekin*	1,506	.....	f 25,316	121	26,943	29,697
97	Peoria	13,819	222,693	.....	305	236,817	398,653
98	Quincy	6,717	89,832	.....	490	97,039	101,835
99	Rockford	5,011	2,293	98,650	53	106,017	243,466
100	Rock Island	4,006	49,156	36,139	1,475	90,776	223,689
101	Springfield	6,264	121,803	.....	1,512	129,579	155,893
102	Streator	3,000	31,251	7,737	.....	42,008	68,420
103	Waukegan .....	.....	.....	.....	.....	.....	.....

* Statistics of 1900-1901.

^a Includes Willimantic.^b From the Federal Treasury.^c Statistics of schools of Bibb County.^d Statistics of schools of Chatham County.^e Included in other items.^f Includes receipts from city taxes.

TABLE 9.—Statistics of receipts of public schools of cities of over 8,000 inhabitants, 1901-2—Continued.

	City.	From State appropriation or taxes.	From city appropriations or taxes.	From county and other taxes.	From all other sources.	Total.	Amount available for use during the year.
	1	2	3	4	5	6	7
INDIANA.							
104	Anderson	\$17,392	\$63,404		\$17,896	\$98,692	\$133,487
105	Col mb s	7,275	25,398	\$513	1,374	34,560	54,692
106	Elkhart	13,633	19,255	19,777	883	53,568	
107	Elwood						
108	Evansville					209,770	209,770
109	Fort Wayne	55,839	79,285		3,184	138,308	360,548
110	Hammond	12,235	30,637	9,063		51,935	72,981
111	Huntington	(a)	39,394	(a)	2,047	41,441	63,723
112	Indianapolis	156,926	645,148		42,523	\$44,597	1,021,035
113	Jeffersonville	13,650	22,260		2,007	37,917	53,257
114	Kokomo	9,613	32,407		7,473	49,498	74,115
115	Lafayette	34,000	46,000			80,000	
116	Logan port						
117	Marion	16,616	19,397	29,102	8,100	73,215	102,536
118	Michigan City					40,587	74,789
119	Muncie	16,374	29,368	47,260	3,034	96,036	141,993
120	New Albany	16,704	2,172	33,331	13,426	65,633	121,466
121	Peru						
122	Richmond	13,074	62,540		652	76,266	114,648
123	South Bend	53,852	93,125			146,977	174,468
124	Terre Haute	41,788	6,106	117,535	4,566	169,995	238,923
125	Vincennes*	12,342	18,767		657	31,766	53,700
126	Wabash						37,985
127	Washington						
IOWA.							
128	Boone	2,587		43,069	2,580	48,236	66,316
129	Burlington	7,316	98,105		625	106,046	118,037
130	Cedar Rapids	8,000		130,000		138,000	226,616
131	Clinton*	6,494		79,454	592	86,540	92,682
132	Council Bluffs						
133	Davenport	14,940		179,501	14,370	208,811	
	Des Moines:						
134	Capital Park	432	360		39	13,437	22,614
135	East side	6,935	73,574	12,606	243	80,752	92,629
136	West side						
137	Dubuque	12,422	95,559		210	108,182	108,553
138	Fort Dodge*	(a)		40,030	458	40,488	65,142
139	Fort Madison*	2,676		17,272	138	20,087	20,087
140	Iowa City*	3,498	31,660		189	35,347	106,827
141	Keokuk						
142	Marshalltown	1,371	53,617				
143	Muscatine	4,528		39,904	2,587	47,019	48,063
144	Oskaloosa	1,192		39,787	404	41,883	46,313
145	Ottumwa	5,012	84,298		224	89,534	89,691
146	Sioux City	11,275	132,323		1,764	145,362	148,150
	Waterloo:						
147	East Side	3,000	35,000		152	38,152	
148	West Side			21,961	354	22,315	52,824
KANSAS.							
149	Atchison	4,726		31,127	1,297	37,150	46,686
150	Emporia	2,389		31,036	369	33,794	54,160
151	Fort Scott*	3,600	17,400	2,656	2,410	26,066	41,144
152	Galena	2,436		13,442	72	15,950	16,870
153	Hutchinson	2,229		26,714	79	29,022	29,115
154	Kansas City	12,782	174,495		1,541	188,818	193,136
155	Lawrence	2,954	28,232	2,773	3	33,962	
156	Leavenworth*	5,817	48,866		2,070	56,753	64,806
157	Pittsburg	4,286		24,847	541	29,674	73,023
158	Topeka	9,162	164,039		4,151	177,352	196,769
159	Wichita	6,104		61,464	1,600	69,168	69,168
KENTUCKY.							
160	Bowling Green*	8,100	9,342		301	17,743	17,947
161	Covington*	61,302	36,267		692	98,261	113,004
162	Frankfort	6,542	9,554		5,976	22,072	
163	Henderson*	15,240	21,500		485	37,225	
164	Lexington*	21,579	39,076		23,176	83,831	
165	Louisville	150,187	430,725		10,470	591,332	709,407

* Statistics of 1900-1901

a Included in other items.

b Includes city appropriations.

TABLE 9.—Statistics of receipts of public schools of cities of over 8,000 inhabitants, 1901-2—Continued.

	City.	From State apportionment or taxes.	From city appropriations or taxes.	From county and other taxes.	From all other sources.	Total.	Amount available for use during the year.
	1	2	3	4	5	6	7
	KENTUCKY—continued.						
166	Newport*.....	\$15,328	\$36,236		\$1,998	\$53,562	
167	Owensboro (white schools)* ..	10,363	20,608	\$2,000	957	33,928	\$49,113
168	Paducah*.....	13,158	34,653		245	48,056	62,650
	LOUISIANA.						
169	Baton Rouge.....						
170	New Orleans.....	56,966	409,500		29,279	495,745	495,745
171	Shreveport.....	8,638	3,500	14,604	1,864	28,606	
	MAINE.						
172	Auburn.....	10,294	31,500		759	42,553	42,553
173	Augusta*.....	10,987	11,901	705		23,693	25,662
174	Bangor.....	16,512	50,000			66,512	72,512
175	Bath.....	7,500	23,300			30,800	30,800
176	Biddeford.....		15,450			30,369	30,369
177	Lewiston.....	22,282	30,800		349	53,431	
178	Portland*.....	34,308	155,291			189,599	189,599
179	Rockland*.....	5,488	8,975		5	14,468	14,468
180	Waterville.....	8,993	21,000		351	30,344	30,506
	MARYLAND.						
181	Annapolis.....						
182	Baltimore.....	334,664	1,136,445		3,799	1,474,908	
183	Cumberland.....						
184	Frederick.....						
185	Hagerstown.....						
	MASSACHUSETTS.						
186	Adams.....		39,103			39,103	39,103
187	Amesbury*.....		23,000		296	23,296	23,296
188	Arlington.....		40,843			40,843	40,843
189	Attleboro.....		57,142	1,163	750	59,055	59,055
190	Beverly.....		77,542			77,542	77,542
191	Boston.....					4,007,264	4,007,264
192	Brockton.....		137,500	1,341	118,750	257,591	272,700
193	Brookline.....						
194	Cambridge.....		475,734		7,198	482,932	558,932
195	Chelsea.....		119,329		4,467	123,796	123,796
196	Chicopee.....		54,046			54,046	54,046
197	Clinton.....		43,500			43,500	43,500
198	Danvers.....		35,635		1,339	36,974	36,974
199	Everett.....		120,700	7,224	520	128,444	158,144
200	Fall River.....		235,481				
201	Fitchburg.....		147,077		924	148,001	148,001
202	Frammingham.....		45,000	532	747	46,279	55,923
203	Gardner.....		42,822			42,822	42,822
204	Gloucester.....		102,533			102,533	102,533
205	Greenfield.....		36,175		1,122	37,297	37,313
206	Haverhill.....		130,800		459	131,259	
207	Holyoke.....		170,000	1,488	263	171,751	179,626
208	Hyde Park.....						
209	Lawrence.....		185,803			185,803	185,803
210	Leominster.....						
211	Lowell.....		354,240		2,647	356,887	363,832
212	Lynn.....		200,000		30,520	230,520	251,758
213	Malden.....		212,418			212,418	212,418
214	Marlboro.....		57,160		200	57,360	57,360
215	Medford.....		99,704			99,704	99,704
216	Melrose.....		79,450		1,932	81,382	81,886
217	Milford.....		34,000			34,000	
218	Natick.....		37,500		553	38,053	38,053
219	New Bedford.....		340,407		4,516	344,924	346,617
220	Newburyport.....		36,149		1,114	37,263	37,263
221	Newton.....		198,526	2,601		201,127	
222	North Adams.....		86,000				86,000
223	Northampton.....		68,000	1,125	1,800	70,925	70,925
224	Peabody*.....		33,000		875	33,875	33,837
225	Pittsfield.....		92,851			92,851	92,851

*Statistics of 1900-1901.

TABLE 9.—Statistics of receipts of public schools of cities of over 8,000 inhabitants, 1901-2—Continued.

	City.	From State apportionment or taxes.	From city appropriations or taxes.	From county and other taxes.	From all other sources.	Total.	Amount available for use during the year.
	1	2	3	4	5	6	7
MASSACHUSETTS—continued.							
226	Plymouth		\$35,000		\$27	\$35,027	\$48,546
227	Quincy		108,265		40	108,465	108,405
228	Revere		55,000	\$1,123	105	56,228	56,228
229	Salem		118,363	1,600	1,009	120,972	120,572
230	Somerville		340,993				
231	Southbridge		26,495			26,495	26,495
232	Springfield		433,695		6,654	440,349	610,756
233	Taunton		119,877		1,808	121,685	121,685
234	Wakefield		44,300		1,708	46,008	46,008
235	Waltham		100,201			110,201	283,754
236	Ware		29,800		456	29,756	29,765
237	Watertown		43,000				
238	Webster						
239	Westfield		53,400		16,437	69,837	
240	Weymouth		49,500		1,317	50,817	73,691
241	Woburn		56,909		594	57,503	63,630
242	Worcester		551,025		4,103	555,128	557,701
MICHIGAN.							
243	Adrian	\$6,231	22,195	357	1,184	29,967	
244	Alpena	10,507	14,584	592	282	25,965	53,539
245	Ann Arbor	8,023	42,000	9,798	23,496	83,327	97,631
246	Battle Creek	10,200	79,600	1,000	1,462	92,292	103,292
247	Bay City	23,012	53,341		1,145	77,578	101,873
248	Calumet school district	72,114	49,400		6,926	128,440	169,606
249	Detroit	204,986	867,068		4,758	1,076,812	1,634,576
250	Escanaba	7,291	26,245	3,479	68	37,083	68,216
251	Flint	15,250	40,885		2,059	58,234	102,482
252	Grand Rapids	66,034	302,640		75,465	444,139	530,217
253	Holland	5,914	22,000		157	28,071	41,663
254	Iron Mountain	7,553	54,809	7,507	768	70,577	85,577
255	Ironwood*	11,256	37,695		9,813	58,764	58,764
256	Ishpeming	10,655	43,118	385	32,704	86,862	111,763
257	Jackson	14,681	60,935	722	595	76,933	84,866
258	Kalamazoo	14,888	83,058	807	1,830	100,583	129,029
259	Lansing	10,124	56,304	263	655	67,347	91,976
260	Manistee	10,860	40,166		1,307	52,333	57,115
261	Marquette*	4,220	30,933		24,025	59,183	90,290
262	Menominee	11,577	43,532	5,325	419	60,853	71,694
263	Muskegon	18,464	57,418	6,462	17,578	99,922	126,037
264	Owosso	5,893	23,814	3,709	1,120	34,536	37,209
265	Pontiac	11,285	21,844		4,181	37,310	93,837
266	Port Huron	17,332	40,190		487	58,009	61,053
	Saginaw:						
267	East Side	21,046	85,655		3,137	109,838	118,755
268	West Side						
269	Sault Ste. Marie	8,000	41,000	5,600		54,000	90,700
270	Traverse City*	2,500	37,705		1,000	41,205	41,205
271	West Bay City	10,708	34,280		220	45,208	54,208
MINNESOTA.							
272	Duluth	31,889		158,675	3,200	233,824	391,446
273	Farihaull	3,758	20,991	2,007	125	26,881	36,958
274	Mankato	6,049	18,937		98	25,084	42,387
275	Minneapolis	120,616	748,356		8,838	877,810	877,810
276	St. Cloud						
277	St. Paul					668,480	
278	Stillwater						
279	Winona						
MISSISSIPPI.							
280	Jackson*					24,846	24,846
281	Meridian*					20,919	26,695
282	Natchez	6,309	14,204		406		
283	Vicksburg						
MISSOURI.							
284	Carthage	4,774					37,952
285	Hannibal	8,273		33,308	363	41,944	53,902
286	Jefferson City	465				13,804	

* Statistics of 1900-1901.

TABLE 9.—Statistics of receipts of public schools of cities of over 3,000 inhabitants, 1901-2—Continued.

	City.	From State apportionment or taxes.	From city appropriations or taxes.	From county and other taxes.	From all other sources.	Total.	Amount available for use during the year.
	1	2	3	4	5	6	7
MISSOURI—continued.							
287	Joplin	\$11,826	.....	\$55,383	\$277	\$67,486	\$132,566
288	Kansas City	88,971	.....	802,764	5,859	897,594	1,001,214
289	Moberly	5,153	.....	16,677	.....	21,830	26,080
290	St. Charles .....	.....	.....	.....	.....	20,079	.....
291	St. Joseph	39,469	.....	191,140	3,134	233,743	481,142
292	St. Louis	176,052	\$1,516,669	288,577	134,559	2,115,857	2,392,345
293	Sedalia	9,446	.....	43,607	1,215	54,268	57,732
294	Springfield	7,870	.....	48,280	5,906	62,056	105,850
295	Webb City .....	.....	.....	.....	.....	31,445	.....
MONTANA.							
296	Anaconda*	4,057	126	23,042	1,134	28,339	.....
297	Butte	26,176	.....	239,557	3,806	269,539	477,129
298	Great Falls	6,606	48,936	15,974	.....	71,516	102,119
299	Helena	7,690	.....	73,058	788	81,536	247,526
NEBRASKA.							
300	Lincoln	20,689	.....	88,288	59,804	168,781	228,781
301	Omaha	43,776	229,467	.....	253,185	526,428	a 763,136
302	South Omaha .....	.....	.....	b 58,908	84,302	143,210	152,859
NEW HAMPSHIRE.							
303	Berlin	1,415	14,000	.....	357	15,772	18,068
304	Concord (Union district)*	31,792	17,781	.....	6,348	55,921	57,156
305	Dover*	834	30,670	.....	1,521	33,025	33,548
306	Keene (Union district)	773	27,325	.....	2,537	30,635	35,410
307	Laconia* .....	.....	23,000	.....	75	23,075	.....
308	Manchester	2,642	126,612	.....	.....	129,254	.....
309	Nashua	36,486	28,042	.....	3,476	68,004	68,004
310	Portsmouth	801	39,928	.....	2,494	43,223	43,223
311	Rochester .....	.....	20,000	.....	1,711	21,711	21,711
NEW JERSEY.							
312	Atlantic City	30,871	58,191	.....	267	89,329	107,895
313	Bayonne	51,976	85,000	.....	27,336	164,312	.....
314	Bloomfield	19,128	51,740	.....	491	71,359	.....
315	Bridgeton	12,913	21,012	.....	82	34,007	35,751
316	Camden	78,764	179,791	7,236	.....	265,791	278,365
317	East Orange	39,567	104,203	.....	.....	143,870	148,230
318	Elizabeth	52,182	75,568	.....	57,813	185,563	188,324
319	Hackensack	13,843	20,075	.....	1,692	45,610	46,995
320	Harrison*	10,000	6,800	.....	.....	16,800	16,800
321	Hoboken	74,334	105,562	1,664	562	182,122	185,699
322	Jersey City	235,161	291,077	.....	80,556	606,794	1,028,773
323	Kearney	2,270	24,618	11,113	711	38,712	81,877
324	Long Branch	21,899	55,500	.....	650	78,049	81,771
325	Millville	11,752	14,700	.....	881	26,833	28,085
326	Montclair	33,309	86,889	.....	3,401	123,590	128,741
327	Morristown	12,574	27,500	1,886	.....	41,460	57,679
328	Newark	377,086	552,500	.....	5,375	934,961	953,398
329	New Brunswick	19,227	36,000	.....	5,992	61,219	.....
330	Orange	38,557	39,250	.....	1,530	79,337	.....
331	Passaic	32,893	81,112	.....	4,221	118,286	179,007
332	Paterson	127,058	182,000	.....	2,395	311,893	335,978
333	Perth Amboy	15,557	31,000	.....	424	46,609	.....
334	Phillipsburg	11,482	18,161	.....	52	30,067	31,525
335	Plainfield	20,493	55,249	11,733	2,250	89,730	116,659
336	Rahway	10,465	16,000	.....	113	26,578	27,315
337	Town of Union	21,619	30,600	.....	1,430	53,049	53,558
338	Trenton	94,496	94,703	.....	.....	189,199	189,199
339	West Hoboken	29,614	30,000	.....	86	59,700	59,968
NEW YORK.							
340	Albany	41,661	305,588	.....	2,352	349,601	489,907
341	Amsterdam	9,955	51,345	.....	1,077	62,377	65,077
342	Auburn	14,528	80,000	.....	2,400	96,928	111,645
343	Batavia	5,127	1,266	32,918	1,124	40,445	50,657

* Statistics of 1900-1901.

a Warrants outstanding at the beginning of year, \$137,740.

b Includes State appropriations.

TABLE 9.—Statistics of receipts of public schools of cities of over 8,000 inhabitants, 1901—2—Continued.

	City.	From State apportionment or taxes.	From city appropriations or taxes.	From county and other taxes.	From all other sources.	Total.	Amount available for use during the year.
	1	2	3	4	5	6	7
NEW YORK—continued.							
344	Binghamton.....	\$24,436	\$125,417		\$1,737	\$151,590	\$157,618
345	Buffalo*.....	162,978				1,375,639	1,487,156
346	Cohoes.....	8,999	47,307		646	56,952	56,952
Corning:							
347	District No. 9.....	3,416	18,176		860	22,452	26,895
348	District No. 13.....	2,398	7,117		220	9,735	12,636
349	Cortland.....	3,854	16,600		1,328	21,782	27,566
350	Dunkirk.....	7,971	44,118	\$992	409	53,499	54,643
351	Elmira.....	16,696	91,181		6,579	114,456	143,515
352	Geneva.....	7,530	31,010		638	39,178	54,195
353	Glens Falls*.....	5,646			38,051	43,697	43,697
354	Gloversville.....	8,624	45,989	150	2,420	57,183	60,937
355	Hornellsville.....	8,464	35,254		806	44,524	48,770
356	Hudson.....	4,380	15,000	919	2,245	22,544	34,846
357	Ithaca.....	10,443	42,806		8,487	61,736	70,886
358	Jamestown.....	15,631	76,119		3,423	95,173	95,430
359	Johnstown.....	6,896	31,187		3,696	41,779	41,779
360	Kingston.....	11,462	76,002		4,561	92,325	126,576
361	Lansingburg*.....	8,325	38,713	202	177	47,417	51,633
362	Little Falls.....	5,809	34,573		707	41,089	42,245
363	Lockport.....	10,880	55,780		5,085	72,745	72,745
364	Middletown.....	6,931	44,570		2,393	53,894	95,471
365	Mount Vernon.....	13,532	126,895		3,742	144,169	245,919
366	Newburg.....	12,255	75,600		3,599	91,454	91,631
367	New Rochelle.....	11,122	77,204		23,946	112,272	139,472
368	New York.....	1,302,127	17,920,891	285,817	41,700	19,550,535	38,756,369
369	Niagara Falls.....	11,593	81,570		391	93,554	297,708
370	North Tonawanda*.....	8,009	35,000	1,000	592	44,592	
371	Ogdensburg*.....	7,066	21,320		4,591	32,977	48,457
372	Olean school district.....	8,857	42,327		891	52,075	58,722
373	Oswego.....	12,668	40,000		1,090	53,758	54,213
Peekskill:							
374	District No. 7 (Drum Hill).....	3,242	14,965	386	496	19,089	19,967
375	District No. 8 (Oaksides).....	1,800	11,700		300	13,800	33,350
376	Plattsburg.....	5,831	17,441	1,381	31,749	56,402	58,624
377	Port Jervis.....	7,464	28,797		2,078	38,339	41,592
378	Poughkeepsie.....	10,400	78,000			88,400	
379	Rochester.....	87,732	619,752		3,614	711,098	1,078,094
380	Rome.....	8,227	37,403		1,196	46,826	46,826
281	Saratoga Springs.....						
382	Schenectady.....	12,061	68,862		2,116	83,039	108,937
383	Syracuse.....	54,655	351,394		9,949	395,998	634,470
384	Troy.....	29,557	113,659		883	144,099	162,094
385	Utica.....	29,188	159,500		2,662	191,350	257,582
386	Watertown.....	12,826	63,983		4,100	80,864	131,573
387	Watervliet.....	5,621	30,000		636	36,257	54,331
388	White Plains.....	4,341		40,323	4,451	49,115	49,732
389	Yonkers.....	20,713	230,250		2,376	254,339	366,943
NORTH CAROLINA.							
390	Asheville.....	550	15,897	5,775	892	23,114	26,946
391	Charlotte.....						
392	Concord.....						
393	Greensboro*.....		10,144	6,240		16,384	16,384
394	Newbern.....		2,691	3,760	700	7,151	7,223
395	Raleigh.....						
396	Wilmington.....						
397	Winston.....		9,000	5,200		14,200	
NORTH DAKOTA.							
398	Fargo.....	16,324		45,608	1,820	63,752	66,349
OHIO.							
399	Akron.....	18,566	157,188		3,623	179,377	274,006
400	Alliance.....	4,021	27,560		1,206	32,787	47,365
401	Ashtabula.....	3,392	30,033		3,109	36,534	78,740
402	Bellaire*.....					27,527	47,049
403	Cambridge.....	3,551	23,994		1,325	28,873	49,181
404	Canton.....	14,156	104,835		850	119,841	119,841
405	Chillieothe.....	6,280	40,112		1,029	47,421	68,926

* Statistics of 1900-1901.

a Includes city appropriations.

TABLE 9.—Statistics of receipts of public schools of cities of over 8,000 inhabitants, 1901-2—Continued.

	City.	From State apportionment or taxes.	From city appropriations or taxes.	From county and other taxes.	From all other sources.	Total.	Amount available for use during the year.
	1	2	3	4	5	6	7
OHIO—continued.							
406	Cincinnati	\$164,393	\$898,313	\$2,011	\$74,079	\$1,138,796	\$1,259,425
407	Cleveland	163,571	1,598,759	6,877	87,745	1,856,952	3,088,850
408	Columbus	52,707	431,733	.....	6,178	490,618	814,703
409	Dayton	38,548	356,982	.....	10,635	406,165	770,671
410	East Liverpool	8,265	64,148	11,862	.....	84,275	109,414
411	Elyria*	4,240	31,366	.....	1,206	36,812	79,541
412	Findlay* .....	.....	.....	.....	.....	88,196	.....
413	Fremont	3,555	21,769	61	841	26,226	26,226
414	Hamilton* .....	.....	.....	.....	.....	91,788	.....
415	Ironton* .....	.....	.....	.....	.....	22,000	36,635
416	Lancaster	4,704	26,553	418	121	31,796	40,741
417	Lima* .....	.....	.....	.....	.....	87,477	.....
418	Lorain	2,987	23,617	251	49	26,904	103,358
419	Mansfield	6,366	73,553	240	968	81,127	109,464
420	Marietta	5,965	52,653	322	382	59,322	72,922
421	Marion* .....	.....	.....	.....	.....	56,721	.....
422	Massillon	6,406	32,755	.....	1,003	40,204	129,404
423	Middletown	4,000	33,000	.....	.....	37,000	.....
424	Newark	7,708	46,298	.....	593	54,599	70,087
425	Piqua	6,510	40,388	.....	14	46,912	57,353
426	Portsmouth	3,924	42,417	.....	1,140	47,481	95,432
427	Sandusky	8,914	49,301	394	263	58,872	82,061
428	Springfield	15,360	113,762	319	563	129,984	143,976
429	Staubenville* .....	.....	.....	.....	.....	45,783	.....
430	Tiffin	4,998	30,297	158	222	35,775	53,352
431	Toledo	54,242	400,719	.....	12,248	467,209	604,990
432	Warren	4,748	36,608	.....	860	42,216	55,186
433	Wellton	3,894	13,292	24	72	17,282	.....
434	Xenia .....	.....	25,914	.....	.....	30,044	121,904
435	Youngstown	20,696	176,634	.....	1,002	197,732	289,589
436	Zanesville* .....	.....	.....	.....	.....	77,444	.....
OKLAHOMA TERRITORY.							
437	Guthrie*	1,500	21,000	3,000	.....	25,500	.....
438	Oklahoma City .....	.....	.....	.....	.....	35,000	.....
OREGON.							
439	Astoria*	9,050	15,000	.....	.....	24,050	24,050
440	Portland	25,167	136,776	154,712	5,396	322,051	348,265
PENNSYLVANIA.							
441	Allegheny	88,687	.....	410,278	16,639	515,604	894,629
442	Allentown	25,602	113,614	.....	14,452	153,668	163,613
443	Altoona	31,012	111,217	1,239	849	144,317	179,370
444	Beaver Falls	8,075	25,415	765	500	34,755	34,755
445	Braddock	10,298	47,152	46	749	58,245	93,491
446	Bradford	12,320	71,481	.....	.....	83,801	.....
447	Butler	9,599	32,255	22	707	42,583	117,063
448	Carbondale	10,806	.....	.....	.....	63,635	.....
449	Carlisle	6,651	.....	.....	.....	35,863	.....
450	Chambersburg	7,064	13,800	.....	.....	20,864	.....
451	Chester	25,077	.....	77,000	5,851	107,928	336,938
452	Columbia	9,771	25,414	.....	602	35,787	46,753
453	Danville	6,781	.....	.....	.....	21,324	.....
454	Dubois	7,751	.....	.....	.....	37,083	.....
455	Dunmore	9,682	.....	.....	.....	50,881	.....
456	Duquesne	6,478	33,832	.....	527	40,837	71,137
457	Easton	19,919	61,603	1,223	6,394	89,139	125,115
458	Erie	38,793	154,370	.....	1,327	194,490	213,950
459	Harrisburg	39,081	152,138	.....	1,139	192,358	200,620
460	Hazleton	11,351	34,111	.....	1,055	46,517	85,520
461	Homestead	9,300	35,000	.....	.....	44,300	48,000
462	Johnstown	25,874	118,101	.....	1,643	145,618	165,618
463	Lancaster	29,577	92,622	.....	1,379	123,578	167,174
464	Lebanon	13,498	41,473	.....	600	55,571	75,181
465	McKeesport	25,806	.....	.....	.....	262,038	.....
466	Mahanoy City	10,950	20,089	.....	167	31,206	41,224
467	Meadville	8,735	31,933	.....	1,479	42,147	45,742
468	Mount Carmel	9,519	16,133	48	484	26,184	27,654

* Statistics of 1900-1901.

a Includes city appropriations.

TABLE 9.—Statistics of receipts of public schools of cities of over 8,000 inhabitants, 1901-2—Continued.

	City.	From State apportionment or taxes.	From city appropriations or taxes.	From county and other taxes.	From all other sources.	Total.	Amount available for use during the year.
	1	2	3	4	5	6	7
PENNSYLVANIA—continued.							
469	Nanticoke.....	\$9,425	\$22,543	.....	\$12,588	\$44,556	\$44,597
470	Newcastle.....	20,594	94,366	.....	5,048	120,008	153,739
471	Norristown.....	14,975	64,259	.....	959	80,193	101,130
472	Oil City.....	9,892	.....	.....	.....	62,142	.....
473	Philadelphia.....	.....	.....	.....	.....	4,224,729	4,888,523
474	Phoenixville.....	6,134	18,161	.....	602	24,897	29,897
475	Pittsburg.....	235,009	1,139,226	.....	52,244	1,426,479	2,063,803
476	Pittston.....	8,884	.....	.....	.....	40,785	.....
477	Plymouth.....	9,054	16,034	.....	26	25,114	25,269
478	Pottstown.....	11,953	36,567	.....	1,116	49,639	49,697
479	Pottsville.....	13,120	.....	.....	.....	87,756	.....
480	Reading.....	65,103	187,670	.....	554	253,327	293,327
481	Scranton.....	70,850	284,515	\$33,578	1,328	350,371	604,380
482	Shamokin.....	13,191	31,158	.....	543	44,892	65,564
483	Sharon.....	7,527	22,158	.....	874	30,559	.....
484	Shenandoah.....	15,600	.....	34,770	367	50,737	61,580
485	South Bethlehem.....	10,757	.....	.....	.....	47,991	.....
486	Steelton.....	9,766	36,380	.....	2,440	48,586	68,463
487	Sunbury.....	8,535	22,810	.....	95	31,440	31,440
488	Titusville.....	7,606	38,813	.....	.....	46,419	52,826
489	Warren.....	7,016	.....	.....	.....	108,743	.....
490	Westchester.....	7,553	30,677	.....	2,710	40,940	40,940
491	Wilkesbarre.....	.....	.....	.....	.....	152,130	218,266
492	Wilkinsburg.....	9,084	44,309	.....	.....	53,393	118,394
493	Williamsport.....	24,291	68,866	.....	774	93,931	97,325
494	York.....	26,509	81,829	.....	755	109,093	174,347
RHODE ISLAND.							
495	Central Falls.....	6,123	35,818	.....	3,344	45,285	54,216
496	Cranston.....	4,134	41,000	.....	4,396	49,530	49,533
497	Cumberland*.....	4,185	19,000	642	527	24,354	25,099
498	East Providence.....	4,850	39,250	1,991	175	46,266	46,944
499	Lincoln.....	3,723	18,000	.....	348	22,071	27,051
500	Newport.....	6,716	100,470	7,606	.....	114,792	149,056
501	Pawtucket.....	9,759	223,110	.....	5,581	238,450	256,613
502	Providence.....	31,127	662,125	29,714	10,073	733,039	897,212
503	Warwick.....	7,234	38,741	2,103	.....	48,078	48,501
504	Woonsocket.....	8,852	113,378	3,057	.....	125,287	129,021
SOUTH CAROLINA.							
505	Charleston.....	.....	17,248	43,475	2,294	63,017	94,543
506	Columbia.....	7,064	8,239	1,094	807	17,204	23,735
507	Greenville.....	.....	.....	.....	.....	.....	.....
508	Spartanburg.....	.....	.....	12,706	848	13,554	36,450
SOUTH DAKOTA.							
509	Sioux Falls.....	8,081	50,875	.....	11	58,957	61,022
TENNESSEE.							
510	Chattanooga.....	.....	.....	.....	.....	.....	48,300
511	Clarksville.....	.....	6,592	10,734	.....	17,326	23,744
512	Jackson.....	14,021	8,702	.....	6	22,729	28,308
513	Knoxville.....	52,086	.....	.....	2,224	54,310	54,310
514	Memphis.....	75,905	45,000	.....	3,984	124,892	280,327
515	Nashville.....	117,881	69,497	.....	.....	187,378	187,378
TEXAS.							
516	Austin.....	19,950	28,447	.....	1,125	49,522	65,272
517	Beaumont.....	.....	.....	.....	.....	.....	.....
518	Corsicana.....	9,045	17,748	1,602	.....	28,395	.....
519	Dallas.....	32,614	61,749	386	.....	94,749	118,133
520	Denison.....	13,637	19,611	428	333	34,059	34,059
521	El Paso.....	13,371	44,192	.....	437	58,000	109,609
522	Fort Worth.....	21,954	36,136	1,333	169	59,592	59,592
523	Gainesville.....	7,732	16,307	963	554	25,576	28,075
524	Galveston.....	22,895	45,945	1,820	458	71,118	83,641
525	Houston.....	42,474	96,743	1,073	2,816	143,106	195,277
526	Laredo.....	12,051	1,884	368	.....	14,303	.....

* Statistics of 1900-1901.

α Includes amounts received from county taxes.

TABLE 9.—Statistics of receipts of public schools of cities of over 8,000 inhabitants, 1901-2—Continued.

	City.	From State apportionment or taxes.	From city appropriations or taxes.	From county and other taxes.	From all other sources.	Total.	Amount available for use during the year.
	1	2	3	4	5	6	7
TEXAS—continued							
527	Palestine.....	\$9,082	\$8,916	\$799	\$1,715	\$20,512	\$20,512
528	Paris*.....	11,809	11,114	300	.....	23,223	23,223
529	San Antonio.....	49,576	62,865	.....	10,024	122,465	162,947
530	Sherman.....	10,493	18,942	560	.....	29,995	.....
531	Tyler.....	8,793	11,822	536	300	21,451	21,451
532	Waco.....	19,523	31,512	349	.....	51,384	54,551
UTAH.							
533	Ogden.....	22,636	55,317	10,469	217	88,639	90,218
534	Salt Lake City.....	58,172	280,492	56,678	38,679	434,021	.....
VERMONT.							
535	Barre.....	1,200	31,668	.....	1,102	33,960	35,236
536	Burlington.....	2,326	56,000	.....	5,718	64,044	.....
537	Rutland.....	4,113	36,000	424	162	40,699	49,868
VIRGINIA.							
538	Alexandria.....	7,039	13,809	.....	.....	20,839	20,839
539	Danville.....	7,353	15,668	.....	675	23,701	25,000
540	Lynchburg.....	9,886	30,400	.....	2,043	42,329	43,095
541	Manchester.....	.....	.....	.....	.....	.....	.....
542	Newport News.....	6,111	28,726	.....	.....	34,837	35,660
543	Norfolk.....	17,797	43,384	.....	.....	61,181	.....
544	Petersburg*.....	10,863	12,387	.....	794	24,044	24,044
545	Portsmouth.....	.....	.....	.....	.....	.....	.....
546	Richmond.....	36,336	142,895	.....	3,213	182,441	185,545
547	Roanoke.....	9,576	24,375	.....	9,127	43,078	47,585
WASHINGTON.							
548	Everett.....	21,425	.....	27,285	56	48,766	59,342
549	Seattle.....	148,697	234,821	4,552	2,774	390,844	899,593
550	Spokane.....	78,083	.....	150,200	2,796	231,079	256,983
551	Tacoma.....	101,166	.....	130,004	381	231,551	253,619
552	Walla Walla.....	23,331	.....	17,454	.....	41,285	71,960
WEST VIRGINIA.							
553	Charleston.....	4,744	46,002	.....	4,072	54,818	116,395
554	Huntington.....	4,551	34,400	.....	456	39,407	45,465
555	Parkersburg.....	5,443	.....	65,954	560	72,057	72,057
556	Wheeling.....	16,921	100,400	.....	262	117,583	167,863
WISCONSIN.							
557	Appleton.....	11,888	54,620	6,500	2,947	75,965	78,088
558	Ashland.....	9,948	68,075	4,458	16,366	98,847	99,248
559	Beloit.....	8,585	38,355	3,780	936	51,656	85,441
560	Chippewa Falls.....	7,280	17,751	4,000	.....	29,031	33,152
561	Eau Claire.....	14,696	61,000	7,597	2,591	85,884	85,884
562	Fond du Lac.....	12,855	30,000	5,692	1,606	50,153	61,859
563	Green Bay.....	14,531	29,037	7,276	2,105	52,949	57,014
564	Janesville.....	8,306	30,000	3,594	2,971	44,871	.....
565	Kenosha.....	8,806	37,986	4,500	2,243	53,535	61,322
566	La Crosse.....	22,201	70,000	11,195	2,322	105,718	170,367
567	Madison.....	12,503	36,441	5,960	14,994	69,898	84,632
568	Manitowoc.....	.....	.....	.....	.....	.....	.....
569	Marinette.....	12,971	35,000	6,176	1,531	55,678	55,647
570	Merrill.....	7,582	14,200	3,700	533	26,015	27,306
571	Milwaukee.....	225,612	436,000	110,000	11,279	782,891	1,099,951
572	Oshkosh.....	20,914	76,721	.....	235	97,870	103,251
573	Racine.....	23,687	72,642	11,000	2,199	109,532	136,656
574	Sheboygan.....	19,016	65,167	9,584	2,140	95,907	147,297
575	Stevens Point*.....	4,343	20,000	4,384	1,214	30,941	36,327
576	Superior.....	25,991	140,000	3,000	524	169,515	184,884
577	Watertown*.....	4,421	16,286	4,268	888	25,863	36,218
578	Wausau.....	12,654	33,000	5,341	259	51,254	73,423
WYOMING.							
579	Cheyenne.....	5,705	.....	25,967	346	32,018	32,020
580	Laramie.....	.....	.....	.....	.....	.....	.....

* Statistics of 1900-1901.

TABLE 10.—Statistics of expenditures of public schools of cities of over 8,000 inhabitants, 1901-2.

	City.	Perma- nent in- vestments and lasting improve- ments.	Teaching and super- vision.	Current and inci- dental ex- penses.	Evening schools.	Total.
	1	2	3	4	5	6
ALABAMA.						
1	Anniston.....					
2	Birmingham.....	\$54,332	\$49,163	\$10,321		\$113,816
3	Huntsville.....		6,840	500		7,340
4	Mobile.....					
5	Montgomery.....	14,797	31,775	4,771		51,343
6	Selma.....	18,000	13,600	1,500		33,100
ARIZONA.						
7	Tucson.....		15,461			47,677
ARKANSAS.						
8	Fort Smith.....		34,057	2,203	\$225	36,485
9	Hot Springs*.....	1,000	16,000	5,000		22,000
10	Little Rock*.....	13,000	48,058	14,345		75,403
11	Pine Bluff.....		*21,450			
CALIFORNIA.						
12	Alameda.....	14,624	75,799	18,432	1,073	109,928
13	Berkeley.....		74,595	21,320		95,915
14	Fresno.....	12,803	54,671	15,240		82,714
15	Los Angeles.....	57,097	397,143	85,516	1,400	541,156
16	Oakland.....	32,899	248,428	55,646	4,359	341,332
17	Pasadena.....	7,750	51,045	11,024		69,819
18	Riverside*.....		17,861	8,642		26,503
19	Sacramento.....	29,682	108,576	24,764	4,051	167,073
20	San Diego.....		59,493	17,227		76,720
21	San Francisco.....	33,674	949,174	280,493	68,200	1,331,541
22	San Jose.....	4,738	93,634	30,986	1,064	130,422
23	Stockton.....	33,397	61,211	20,404	551	115,563
24	Vallejo.....	2,577	22,600	5,584	400	31,161
COLORADO.						
25	Colorado Springs.....	44,017	94,705	35,668		174,391
26	Cripple Creek (school district). Denver:			25,538		178,819
27	District No. 1.....	46,837	281,420	96,124		424,381
28	District No. 2.....	37,906	118,103	47,179		203,188
29	District No. 7.....	1,008	19,332	9,694		30,634
30	District No. 17.....	9,335	92,355	39,548		141,238
31	Leadville.....	794	33,523	19,011		53,328
Pueblo:						
32	District No. 1.....		a 95,648	14,560		110,208
33	District No. 20.....	19,613	56,315	22,891		98,819
CONNECTICUT.						
34	Ansonia.....	10,000	50,609	9,144	152	49,885
35	Bridgeport.....	63,928	133,409	45,170	896	243,403
36	Bristol.....		28,064	12,357		40,421
37	Danbury*.....		36,049			58,435
38	Hartford.....		240,771	193,299	11,671	445,741
Manchester:						
39	Town schools*.....		10,508			13,804
40	Ninth district.....		18,857	5,189		24,046
41	Meriden.....		63,689	17,264	350	81,303
42	Middletown*.....		18,750			33,091
43	Naugatuck.....		33,454	10,689		b 44,143
44	New Britain.....		65,867	26,470	2,121	94,458
45	New Haven.....	42,751	291,984	94,842	5,395	434,972
46	New London.....	28,707	38,929	21,763	817	90,216
47	Norwalk*.....		43,883			58,477
Norwich:						
48	Central district.....		23,179	10,186		33,365
49	West Chelsea district.....	2,786	9,668	4,773		17,227
50	Stamford*.....		62,851	16,746	291	79,888
51	Torrington.....	9,931	24,119	13,510		47,560
52	Vernon c*.....		19,000	5,446		47,560

* Statistics of 1900-1901.

a Includes permanent investments and lasting improvements.

b Does not include expenditures for evening schools.

c Includes Rockville.

TABLE 10.—Statistics of expenditures of public schools of cities of over 8,000 inhabitants, 1901-2—Continued.

	City.	Perma- nent in- vestments and lasting improve- ments.	Teaching and super- vision.	Current and in- cidental ex- penses.	Evening schools.	Total.
	1	2	3	4	5	6
CONNECTICUT—continued.						
53	Wallingford*		\$80, 876			\$49, 042
54	Waterbury	\$22, 500	123, 720	\$108, 201	\$2, 000	256, 481
55	Windham ^a	3, 521	21, 462			22, 700
DELAWARE.						
56	Wilmington	15, 457	138, 249	74, 192		227, 893
DISTRICT OF COLUMBIA.						
57	Washington	547, 487	905, 428	241, 340	9, 282	1, 703, 537
FLORIDA.						
58	Jacksonville*	13, 320	37, 529	2, 862	150	53, 861
59	Key West		9, 940	1, 174		11, 114
60	Pensacola	300	15, 751	2, 567		18, 618
61	Tampa					
GEORGIA.						
62	Athens		18, 417	1, 689		20, 106
63	Atlanta	15, 610	c 154, 342	12, 199	(^d)	182, 151
64	Augusta		65, 400	15, 530		80, 930
65	Brunswick	1, 000	12, 000	2, 000		15, 000
66	Columbus		34, 553	4, 202	900	39, 655
67	Macon ^e	6, 217	68, 083	14, 826		89, 126
68	Savannah ^f	20, 000	100, 000	9, 000		129, 000
ILLINOIS.						
69	Alton					
Aurora:						
70	East side	3, 936	39, 508	13, 176		56, 620
71	West side		18, 745	7, 253		25, 998
72	Belleville	1, 855	36, 737	11, 374		49, 966
73	Bloomington	2, 800	57, 256	32, 568		92, 624
74	Cañro	5, 142	25, 829	15, 028		45, 999
75	Champaign	6, 032	19, 940	8, 309		34, 281
76	Chicago	1, 721, 802	5, 173, 138	1, 682, 682		8, 577, 622
77	Danville	11, 546	34, 182	17, 058		62, 786
78	Decatur	6, 166	51, 793	17, 034		74, 993
79	Dixon		12, 396			18, 339
80	East St. Louis		88, 445	53, 652		142, 097
81	Elgin		62, 806	32, 039		94, 845
Evanston:						
82	District No. 1	15, 466	42, 775	19, 650		77, 900
83	District No. 74 (North Evanston)	299	6, 895	1, 293		8, 590
84	District No. 76 (South Evanston)	23, 212	21, 754	13, 435		58, 401
85	Freeport		30, 282	20, 750		51, 032
86	Galesburg	14, 793	45, 613	25, 542		85, 948
87	Jacksonville	34, 541	32, 190	14, 686		81, 417
88	Joliet	28, 711	56, 280	23, 404		108, 395
89	Kankakee	953	23, 395	8, 008		32, 356
90	Kewanee	11, 500	24, 250	7, 400		43, 150
91	Lasalle	1, 900	15, 520	7, 115		24, 535
92	Lincoln*	1, 964	17, 111	5, 393		24, 468
93	Matttoon*		27, 073	19, 433		46, 506
94	Moline	37, 198	51, 476	16, 279		104, 953
95	Ottawa*		24, 255	11, 687		35, 942
96	Pekin*	1, 070	18, 280	5, 370		24, 720
97	Peoria	123, 898	160, 345	31, 559		315, 802
98	Quincy	15, 750	56, 200	21, 144		93, 094
99	Rockford		73, 564	27, 087	184	100, 835
100	Rock Island	71, 236	47, 700	23, 302		142, 238
101	Springfield	7, 414	85, 118	23, 341		115, 873
102	Streator		27, 698	12, 032		39, 730
103	Waukegan					

* Statistics of 1900-1901.

^a Includes Willimantic.^b Not including \$997 expended for vacation schools.^c Includes pay of clerks and janitors.^d Included in other items.^e Statistics of the schools of Bibb County.^f Statistics of the schools of Chatham County.

TABLE 10.—Statistics of expenditures of public schools of cities of over 8,000 inhabitants, 1901-2—Continued.

	City.	Perma- nent in- vestments and lasting improve- ments.	Teaching and super- vision.	Current and inci- dental ex- penses.	Evening schools.	Total.
	1	2	3	4	5	6
INDIANA.						
104	Anderson	\$20,143	\$49,820	\$15,947		\$85,910
105	Columbus	740	23,631	5,989		30,360
106	Elkhart	15,000	39,207	9,535		63,742
107	Elwood					
108	Evansville	2,704	140,563	a 57,949	b \$520	201,736
109	Fort Wayne	63,208	93,346	21,983		178,537
110	Hammond		28,048	15,585		43,633
111	Huntington	500	27,270	12,610		40,380
112	Indianapolis	199,240	470,728	226,125	2,090	898,183
113	Jeffersonville	360	26,448	3,433		30,241
114	Kokomo		31,169	9,357		40,526
115	Lafayette		64,000	16,000		80,000
116	Logansport					
117	Marion		44,348	19,471		63,819
118	Michigan City	34,165	24,119			58,284
119	Muncie	23,564	52,858	14,694		91,116
120	New Albany	10,982	37,793	22,175		70,950
121	Peru					
122	Richmond	9,000	52,241	14,733		75,974
123	South Bend	48,979	64,682	52,087		165,748
124	Terre Haute	7,357	115,295	33,728		136,380
125	Vincennes*	2,500	20,450			29,459
126	Wabash		30,081			32,021
127	Washington					
IOWA.						
128	Boone	12,244	25,586	12,694		50,524
129	Burlington		62,963	18,139		81,102
130	Cedar Rapids	99,939	74,963	38,566		213,468
131	Clinton	11,661	44,714	18,535	108	75,018
132	Council Bluffs					
133	Davenport	16,287	102,740	49,138		168,165
	Des Moines:					
134	Capital Park	4,918	8,473	4,925		18,316
135	East side	1,764	46,495	20,240		68,499
136	West side					
137	Dubuque	12,047	70,682	24,691		107,330
138	Fort Dodge*	16,145	20,303	10,027		46,475
139	Fort Madison*		12,076	6,013		18,089
140	Iowa City*		21,616	21,102		42,718
141	Keokuk					
142	Marshalltown		34,348	28,418		62,766
143	Muscatine	825	32,886	12,308		46,019
144	Oskaloosa	5,516	26,707	7,645		39,868
145	Ottumwa	14,697	56,049	16,179		86,925
146	Sioux City	3,345	92,443	55,241		151,029
	Waterloo:					
147	East Side	15,000	20,000	15,000		50,000
148	West Side	26,946	13,197	7,120		47,263
KANSAS.						
149	Atchison	868	19,768	11,302		31,438
150	Emporia	18,209	27,149	8,712		54,070
151	Fort Scott*	8,418	21,077	6,698		36,193
152	Galena		9,770	4,280		14,050
153	Hutchinson	1,993	22,567	4,428		28,988
154	Kansas City	44,000	113,000	29,800		186,800
155	Lawrence		26,034	9,395		35,439
156	Leavenworth*	664	37,619	14,856		53,139
157	Pittsburg	5,589	18,007	8,155		31,751
158	Topeka	58,100	93,603	29,454		181,157
159	Wichita		49,348	19,829		69,168
KENTUCKY.						
160	Bowling Green*	191	13,398	1,986		15,575
161	Covington*	6,868	79,781	13,846		100,495
162	Frankfort		17,714	2,381		20,095
163	Henderson*	1,500	22,250	4,000		27,750
164	Lexington*	2,520	36,945	8,365		47,830

* Statistics of 1900-1901.

a Includes salary of superintendent.

b Teachers' salaries.

c Includes pay of clerks and janitors.

TABLE 10.—Statistics of expenditures of public schools of cities of over 8,000 inhabitants, 1901-2—Continued.

	City.	Perma- nent in- vestments and lasting improve- ments.	Teaching and super- vision.	Current and inci- dental ex- penses.	Evening schools.	Total.
	1	2	3	4	5	6
KENTUCKY—continued.						
165	Louisville.....	\$41,882	\$385,432	\$101,058	\$5,910	\$534,282
166	Newport*.....	3,746	40,920	7,526		52,192
167	Owensboro (white schools)*.....	13,697	^a 25,642	6,750		46,089
168	Paducah*.....	190	27,572	7,160		34,922
LOUISIANA.						
169	Baton Rouge.....					
170	New Orleans.....	40,000	372,576	116,904		529,480
171	Shreveport.....	20,000	21,636	4,000		45,636
MAINE.						
172	Auburn.....	7,686	32,155	10,837		50,678
173	Augusta*.....		13,351	10,830		24,181
174	Bangor.....	3,261	52,324	16,961		72,546
175	Bath.....	1,800	21,000	8,000		30,800
176	Biddeford.....		24,002	5,667	700	30,369
177	Lewiston.....	55,903	39,371	12,845	2,000	110,119
178	Portland*.....	38,145	115,185	34,971	1,298	189,599
179	Rockland*.....					14,468
180	Waterville.....	2,544	19,906	7,695	286	30,431
MARYLAND.						
181	Annapolis.....					
182	Baltimore.....	173,270	1,034,289	259,914	7,435	1,474,908
183	Cumberland.....					
184	Frederick.....					
185	Hagerstown*.....	2,754	15,994	1,079		19,828
MASSACHUSETTS.						
186	Adams.....		27,862	10,797	444	39,103
187	Amesbury*.....		17,007	6,365		23,072
188	Arlington.....		29,122	12,755		41,877
189	Attleboro.....		32,834	19,358	863	53,055
190	Beverly.....		44,648	23,626	1,268	69,542
191	Boston.....	838,075	2,306,382	760,798	102,009	4,007,264
192	Brockton.....	42,000	116,145	87,607	2,197	247,949
193	Brookline*.....		105,736	41,506		147,242
194	Cambridge.....	102,325	334,200	112,023	8,499	^b 558,932
195	Chelsea.....		92,559	29,979	1,368	123,906
196	Chicopee.....	8,680	36,802	15,439	1,805	62,726
197	Clinton.....		28,612	14,036	848	43,496
198	Danvers.....		20,979	11,926		32,905
199	Everett.....	879	84,749	43,497	1,269	130,394
200	Fall River.....	45,769	202,526	89,654	12,451	350,400
201	Fitchburg.....	32,197	85,350	28,474	1,980	148,001
202	Framingham.....	9,435	31,807	13,396	695	55,333
203	Gardner.....		27,097	14,040	800	41,937
204	Gloucester.....	3,914	59,910	35,114	95	99,033
205	Greenfield.....	2,089	25,150	9,703	368	37,310
206	Haverhill.....		101,224	27,798	1,980	131,002
207	Holyoke.....	^c 77,793	137,016	46,386	6,178	267,373
208	Hyde Park*.....		33,721	11,154		44,875
209	Lawrence.....	114,053	138,841	39,260	8,345	300,499
210	Leominster*.....		27,821	15,648		43,469
211	Lowell.....	18,848	214,581	109,688	20,719	363,836
212	Lynn.....	12,568	183,126	54,011	2,050	251,755
213	Malden.....	4,601	126,039	50,667	2,986	184,293
214	Marlboro.....		41,206	14,823	1,095	57,124
215	Medford.....	2,559	72,649	23,348	1,148	99,704
216	Melrose.....	600	55,380	25,283		81,263
217	Milford.....	66,000	21,426	12,074	500	100,000
218	Natick.....		28,297	9,756		38,053
219	New Bedford.....	114,463	149,745	70,001	7,854	342,063
220	Newburyport.....	30,000	28,625	8,374	264	67,263
221	Newton.....	10,461	157,714	43,765	898	212,838
222	North Adams.....	4,000	58,000	22,300	1,700	86,000
223	Northampton.....		47,950	21,336	1,033	70,319
224	Peabody*.....		27,855	10,356	125	38,337

*Statistics of 1900-1901. ^a Includes pay of clerks and janitors. ^b Includes \$1,885 for vacation schools. ^c Includes ordinary repairs.

TABLE 10.—Statistics of expenditures of public schools of cities of over 8,000 inhabitants, 1901-2—Continued.

	City.	Perma- nent in- vestments and lasting improve- ments.	Teaching and super- vision.	Current and inci- dental ex- penses.	Evening schools.	Total.
	1	2	3	4	5	6
MASSACHUSETTS—continued.						
225	Pittsfield.....	\$5,795	\$30,884	\$25,723	\$449	\$92,851
226	Plymouth.....	13,342	25,137	10,067		48,546
227	Quincy.....		80,555	26,123	1,552	108,236
228	Revere.....		35,433	20,795		56,228
229	Salem.....	2,100	87,149	29,148	2,575	120,972
230	Somerville.....	49,203	2,656	58,827	6,412	340,938
231	Southbridge.....	465	17,205	7,067	699	25,340
232	Springfield.....	96,269	246,291	139,217	13,740	495,517
233	Taunton.....	1,200	86,713	31,984	1,788	121,685
234	Wakefield.....		32,447	13,064		45,511
235	Waltham.....	98,443	65,086	32,581	2,513	198,636
236	Ware.....		19,021	10,374		29,065
237	Watertown*.....		27,472	12,465		39,937
238	Webster.....					
239	Westfield.....		40,341	21,074	883	61,798
240	Weymouth.....	14,863	33,578	15,364		63,805
241	Woburn.....	6,177	44,312	8,857	543	59,889
242	Worcester.....	108,075	394,203	137,022	17,999	657,299
MICHIGAN.						
243	Adrain.....	1,519	21,216	17,207		39,942
244	Alpena.....		18,934	10,748		29,682
245	Ann Arbor.....	28,158	41,126	17,051		86,335
246	Battle Creek.....	31,792	43,000	20,000		94,792
247	Bay City.....	2,000	57,787	22,947		82,734
248	Calumet school district.....	15,747	70,251	29,308		115,336
249	Detroit.....	191,817	711,866	215,508	7,257	1,126,448
250	Escanaba.....	22,105	19,471	12,875		53,951
251	Flint.....	38,926	33,319	24,699		96,854
252	Grand Rapids.....	29,632	248,871	89,214		367,717
253	Holland.....	6,206	15,174	7,999		29,379
254	Iron Mountain.....	3,979	28,210	19,932		52,121
255	Ironwood*.....		23,924	22,462		46,386
256	Ishpeming.....	2,847	37,665	40,746		81,258
257	Jackson.....		49,812	17,203		67,015
258	Kalamazoo.....	2,871	51,885	24,163	318	79,237
259	Lansing.....	1,826	37,732	16,185		55,743
260	Manistee.....	459	34,695	12,603		47,757
261	Marquette*.....	2,267	23,474	10,402		36,143
262	Menominee.....		30,863	15,250		46,119
263	Muskegon.....	7,393	49,980	50,649		108,022
264	Owosso.....	1,275	20,882	6,626		28,783
265	Pontiac.....	66,569	17,342	9,866		93,777
266	Port Huron.....	4,037	34,653	17,911		56,601
	Saginaw:					
267	East Side.....		77,616	32,026		109,642
268	West Side*.....		13,737	4,418		18,155
269	Sault Ste. Marie.....	40,000	26,400	14,762		81,162
270	Traverse City.....		22,406	5,968		28,374
271	West Bay City.....	825	24,260	8,680		33,765
MINNESOTA.						
272	Duluth.....	8,859	159,598	141,449		309,906
273	Fairbault.....	1,275	17,065	7,069		25,409
274	Mankato.....		21,391	8,319		29,710
275	Minneapolis.....	44,874	618,293	155,429		818,596
276	St. Cloud*.....	600	18,470	12,657		31,728
277	St. Paul.....	125,000	440,580	102,900		668,480
278	Stillwater*.....	393	28,795	14,458		43,646
279	Winona*.....		53,054	26,269		79,323
MISSISSIPPI.						
280	Jackson*.....					22,764
281	Meridian*.....	2,656	18,425	2,426		23,507
282	Natchez.....					
283	Vicksburg.....					
MISSOURI.						
284	Carthage.....		24,417			38,392
285	Hannibal.....	2,633	27,506	7,065		37,204

* Statistics of 1900-1901.

TABLE 10.—Statistics of expenditures of public schools of cities of over 8,000 inhabitants, 1901-2—Continued.

	City.	Perma- nent in- vestments and lasting improve- ments.	Teaching and super- vision.	Current and inci- dental ex- penses.	Evening schools.	Total.
	1	2	3	4	5	6
MISSOURI—continued.						
286	Jefferson City.....		\$10,861	\$1,854		\$12,715
287	Joplin.....	\$14,884	44,886	20,212		109,982
288	Kansas City.....		442,822	257,162		699,984
289	Moberly.....		16,461	7,682		24,143
290	St. Charles.....		10,900			16,643
291	St. Joseph.....	150,955	135,617	78,642	\$901	356,115
292	St. Louis.....	583,123	1,152,739	374,912	12,246	2,123,020
293	Sedalia.....	3,000	35,500	10,702		49,202
294	Springfield.....	5,687	35,300	12,429		53,366
295	Webb City.....		14,817			23,189
MONTANA.						
296	Anaconda*.....		27,767	9,104		36,871
297	Butte.....	80,135	140,414	83,008		309,557
298	Great Falls.....	24,200	46,164	18,186		88,550
299	Helena.....	1,612	44,820	27,776		74,208
NEBRASKA.						
300	Lincoln.....	51,947	94,859	41,418		188,224
301	Omaha.....	126,811	296,882	147,422	2,289	573,354
302	South Omaha.....	25,000	64,533	30,306		119,839
NEW HAMPSHIRE.						
303	Berlin.....	3,325	9,765	4,973		18,068
304	Concord (Union district)*.....		35,746	19,180		54,926
305	Dover*.....	1,681	24,255	7,252	360	33,548
306	Keene (Union district).....	1,625	18,453	10,005	144	30,227
307	Laconia*.....		16,387	6,688		23,075
308	Manchester.....	3,365	90,292	34,415	1,182	129,254
309	Nashua.....	1,800	46,300	19,404		68,004
310	Portsmouth.....		28,308	14,813		43,121
311	Rochester.....	28,821	14,421	7,773	101	51,116
NEW JERSEY.						
312	Atlantic City*.....	67,492	43,933	42,338		93,763
313	Bayonne.....	14,500	98,745	44,323	2,202	159,770
314	Bloomfield.....	2,700	38,000	22,600	1,000	64,300
315	Bridgeton.....	5,939	21,680	6,884		34,503
316	Camden.....		170,187	97,383		267,570
317	East Orange.....	1,189	93,554	35,316		130,059
318	Elizabeth*.....	65,636	91,313	35,098		132,042
319	Hackensack*.....	64,688	30,000	24,244		58,941
320	Harrison*.....		10,000	6,800		16,800
321	Hoboken.....		135,096	48,855	1,728	185,679
322	Jersey City.....	155,233	415,934	118,837	5,979	695,982
323	Kearney.....	30,000	26,981	11,078	915	68,974
324	Long Branch.....		43,500			74,000
325	Millville*.....	62,308	20,665	5,480		28,453
326	Montclair.....	3,932	70,767	42,959	747	118,405
327	Morristown.....	1,667	26,766	7,732		36,165
328	Newark.....	2,387	650,501	242,277	36,222	931,387
329	New Brunswick.....	3,595	37,983	5,000	1,360	47,944
330	Orange.....	4,858	56,160	17,338		78,356
331	Passaic.....	37,872	72,804	29,799	4,871	145,346
332	Paterson.....	19,656	228,900	74,965	8,269	331,823
333	Perth Amboy.....	4,000	26,944	12,966		43,910
334	Phillipsburg.....	900	22,275	8,223		31,398
335	Plainfield.....	246	50,568	24,344		75,458
336	Rahway.....		19,577	7,132		26,709
337	Town of Union.....		34,196	13,839		48,035
338	Trenton*.....		162,902	84,059		379,723
339	West Hoboken.....		* 34,630			61,858
NEW YORK.						
340	Albany.....		221,391	266,162	2,354	489,907
341	Amsterdam.....	544	38,621	13,455		52,620

* Statistics for 1900-1901.

a Warrants outstanding at the beginning of year, \$137,740; warrants outstanding at the end of year, \$241,361.

b Includes expenditures for repairs.

c Includes ordinary repairs.

TABLE 10.—Statistics of expenditures of public schools of cities of over 8,000 inhabitants, 1901-2—Continued.

	City.	Perma- nent in- vestments and lasting improve- ments.	Teaching and super- vision.	Current and inci- dental ex- penses.	Evening schools.	Total.
	1	2	3	4	5	6
NEW YORK—continued.						
242	Auburn	\$24,163	\$65,723	\$19,231	\$1,386	\$110,503
343	Batavia	2,813	20,791	9,274		32,878
344	Binghamton	20,228	105,973	26,046		152,247
345	Buffalo*	197,699	825,795	341,461	8,676	1,373,631
346	Cohoes	8,924	32,305	12,232		53,461
Corning:						
347	District No. 9		14,830	7,516		22,346
348	District No. 13	304	5,350	1,792		7,446
349	Cortland	6,247	15,926	3,539		25,712
350	Dunkirk	2,137	23,900	16,235		42,272
351	Elmira	38,753	75,293	25,444		139,490
352	Geneva	880	28,800	7,228		36,925
353	Glens Falls*	9,736	26,648	6,857		43,241
354	Gloversville		36,877	13,929		50,806
355	Hornellsville	4,214	29,166	9,461		42,841
356	Hudson	2,335	17,388	4,292		24,015
357	Ithaca	5,218	36,051	12,784		54,053
358	Jamestown	6,063	58,393	26,168		90,564
359	Johnstown	2,301	23,533	9,224		35,058
360	Kingston	42,791	58,355	15,830		116,976
361	Lansingburg*	422	32,387	13,517		46,326
362	Little Falls	1,790	19,636	9,789		31,215
363	Lockport	10,561	37,891	19,016		67,468
364	Middletown	3,240	30,641	18,816		52,697
365	Mount Vernon	58,390	79,649	49,748	640	188,427
366	Newburg	7,561	63,228	20,812		91,601
367	New Rochelle	10,833	62,390	23,174	550	96,947
368	New York	5,543,265	13,578,911	3,410,554	480,870	23,013,600
369	Niagara Falls	93,010	49,588	33,660	745	177,003
370	North Tonawanda*		28,000			28,000
371	Ogdensburg*	3,697	22,597	4,697		30,991
372	Olean school district		33,642	13,878	225	47,745
373	Oswego	3,671	40,137	9,897		53,725
Peekskill:						
374	District No. 7 (Drum Hill)	1,749	12,020	4,873		18,642
375	District No. 8 (Oaksdale)	7,060	8,600	3,000		18,660
376	Plattsburg	4,869	23,145	14,445		42,459
377	Port Jervis	2,218	24,185	9,783		36,186
378	Poughkeepsie	10,000	48,000	30,400		88,400
379	Rochester	248,184	405,726	96,815	9,227	759,952
380	Rome	1,375	25,897	12,399		39,671
381	Saratoga Springs*					54,366
382	Schenectady	43,907	53,610	10,889	581	108,937
383	Syracuse	26,006	309,465	108,246	3,720	442,437
384	Troy	540	138,462	14,362		153,364
385	Utica	74,708	138,376	33,510	608	247,202
386	Watertown	36,745	48,035	16,847	412	102,039
387	Watervliet		23,141	9,325		32,467
388	White Plains	1,951	27,358	15,920	442	45,671
389	Yonkers	93,623	157,042	95,964	4,503	351,132
NORTH CAROLINA.						
390	Asheville	654	17,346	4,199		22,199
391	Charlotte					
392	Concord*		6,900			7,500
393	Greensboro*	2,250	11,498	2,092		15,840
394	Newbern		6,118	1,003		7,121
395	Raleigh					
396	Wilmington					
397	Winston		12,000	2,200		14,200
NORTH DAKOTA.						
398	Fargo	11,000	33,258	17,640		61,898
OHIO.						
399	Akron	56,704	112,300	52,306	881	222,191
400	Alliance	5,300	21,414	6,866		33,580
401	Ashtabula	28,000	18,034	3,828		49,862
402	Bellaire*		16,240	13,352		29,592
403	Cambridge	9,268	16,890	7,016		34,174

* Statistics of 1900-1901.

TABLE 10.—Statistics of expenditures of public schools of cities of over 8,000 inhabitants, 1901-2—Continued.

	City.	Perma- nent in- vestments and lasting improve- ments.	Teaching and super- vision.	Current and inci- dental ex- penses.	Evening schools.	Total.
	1	2	3	4	5	6
	OHIO—continued.					
404	Canton.....	\$6,451	\$77,126	\$40,155		\$123,732
405	Chillicothe.....	7,277	36,350	8,436		52,043
406	Cincinnati.....	121,610	807,319	216,513	\$8,829	1,154,801
407	Cleveland.....	340,985	1,142,561	923,012	6,990	2,413,548
408	Columbus.....	103,169	342,374	122,153		567,687
409	Dayton.....	41,421	261,272	92,121		394,814
410	East Liverpool.....	3,102	30,118	22,159		55,419
411	Elyria*.....	13,170	20,095	3,890		37,155
412	Findlay*.....		32,220			110,421
413	Fremont.....		17,765	7,306		25,071
414	Hamilton*.....	8,889	55,167	19,816		83,872
415	Ironton*.....	2,750	28,756	1,660		33,166
416	Lancaster.....	749	19,641	3,857		24,247
417	Lima*.....		44,521			81,958
418	Lorain.....	45,115	31,472	12,239		88,836
419	Mansfield.....	1,449	43,493	22,070		67,012
420	Marietta.....	20,176	30,384	17,256		67,816
421	Marion.....		29,119			* 47,723
422	Massillon.....	72,769	25,184	12,188		110,141
423	Middletown.....		22,000	8,300		30,300
424	Newark.....	2,793	38,490	12,766		53,989
425	Piqua.....	1,000	27,500	14,532		43,032
426	Portsmouth.....	12,035	33,281	13,657		58,973
427	Sandusky.....		40,284	11,379		51,663
428	Springfield.....	4,560	95,326	30,911		130,797
429	Stuebenville*.....		29,327			48,354
430	Tiffin.....		19,338	12,362		31,700
431	Toledo.....	72,555	303,256	97,191	468	473,470
432	Warren.....		25,259	13,225		39,484
433	Wellston.....	1,127	13,820	4,099		19,046
434	Xenia.....	33,428	26,920	14,104		74,452
435	Youngstown.....	39,675	96,346	64,120		200,141
436	Zanesville*.....					70,128
	OKLAHOMA TERRITORY.					
437	Guthrie*.....	2,300	18,125	5,125		25,550
438	Oklahoma City.....		28,000	5,000		
	OREGON.					
439	Astoria*.....		21,000	3,050		24,050
440	Portland.....	59,747	211,974	54,555	1,250	327,826
	PENNSYLVANIA.					
441	Allegheny.....	248,874	251,659	217,935	2,424	720,892
442	Allentown.....	35,700	60,843	61,557		158,100
443	Altoona.....	37,046	64,097	40,245		141,388
444	Beaver Falls.....	1,570	19,559	8,480		29,609
445	Braddock.....	2,112	30,547	18,289		50,948
446	Bradford.....		35,000	10,000		71,204
447	Butler.....	14,461	26,213	12,855		53,529
448	Carbondale.....		29,289			48,669
449	Carlisle.....		18,454			34,685
450	Chambersburg.....		14,765	6,599		21,364
451	Chester.....	65,047	65,237	34,932		165,216
452	Columbia.....	344	18,628	12,420	500	31,892
453	Danville.....		18,126			19,729
454	Dubois.....		14,968			34,825
455	Dunmore.....		22,480			50,881
456	Duquesne.....	11,585	25,208	13,686		50,479
457	Easton.....	975	61,333	33,624		95,942
458	Erie.....	24,446	94,866	72,391	603	192,306
459	Harrisburg.....	6,252	108,514	68,827	431	184,024
460	Hazleton.....	33,255	27,882	13,535	300	74,972
461	Homestead.....		29,000	12,000		41,000
462	Johnstown.....	18,255	74,244	47,409	1,500	141,408
463	Lancaster.....	7,143	α 62,000	α 33,563		102,706
464	Lebanon.....	18,250	27,395	22,854		68,499
465	McKeesport.....		77,594			153,128
466	Mahanoy City.....		20,980	7,029	450	28,459
467	Meadville.....		23,241	15,282		38,523

* Statistics of 1900-1901.

α Approximately.

TABLE 10.—Statistics of expenditures of public schools of cities of over 8,000 inhabitants, 1901-2—Continued.

	City.	Perma- nent in- vestments and lasting improve- ments.	Teaching and super- vision.	Current and inci- dental ex- penses.	Evening schools.	Total.
	1	2	3	4	5	6
PENNSYLVANIA—continued.						
468	Mount Carmel	\$1,997	\$16,115	\$9,168	\$289	\$27,519
469	Nanticoke		20,921	23,377	(a)	44,298
470	Newcastle	21,987	56,280	46,891		125,158
471	Norristown	12,833	42,845	22,456		77,634
472	Oil City		29,252			52,631
473	Philadelphia	883,615	2,529,465	966,882	42,316	4,223,278
474	Phoenixville	8,445	14,394	12,625		30,464
475	Pittsburg	362,004	710,975	\$33,964		1,407,003
476	Pittston		16,942			32,808
477	Plymouth	1,417	15,268	7,371	421	24,477
478	Pottstown	3,566	30,710	13,106		47,382
479	Pottsville		29,336			86,611
480	Reading	56,800	142,024	50,325	1,151	250,300
481	Scranton	143,368	217,665	101,328	9,646	472,017
482	Shamokin		32,667	19,058	580	52,305
483	Sharon		18,322			30,796
484	Shenandoah		30,041	17,959		48,000
485	South Bethlehem		25,958			47,659
486	Steelton	1,338	25,410	15,948		42,766
487	Sunbury	240	21,262	9,984		31,486
488	Titusville		23,730	8,633		32,363
489	Warren		21,462			104,837
490	West Chester	998	23,555	9,188		33,841
491	Wilkesbarre	29,692	104,823	32,719		155,234
492	Wilkinsburg	2,188	30,601	26,189		58,978
493	Williamsport		58,369	24,531	250	83,150
494	York	15,893	55,946	32,872		104,711
RHODE ISLAND.						
495	Central Falls	843	30,704	12,032	2,583	46,162
496	Cranston	1,373	33,944	14,072	98	49,488
497	Cumberland		18,662	6,094	909	25,665
498	East Providence	440	30,739	12,104	392	43,675
499	Lincoln	187	14,000	8,302		23,089
500	Newport	506	73,028	34,573	810	108,922
501	Pawtucket	19,474	93,452	34,353	4,197	151,506
502	Providence	71,972	492,096	197,539	28,160	799,767
503	Warwick					*46,988
504	Woonsocket	32,095	52,320	29,801	2,549	107,765
SOUTH CAROLINA.						
505	Charleston	7,131	56,923	7,271		71,330
506	Columbia	231	16,068	2,623		18,922
507	Greenville					
508	Spartanburg	20,676	11,383	5,327		37,386
SOUTH DAKOTA.						
509	Sioux Falls	16,065	25,484	16,965		58,514
TENNESSEE.						
510	Chattanooga		46,142	2,185		48,327
511	Clarksville		18,887	1,911		15,798
512	Jackson	3,225	17,744	2,564		23,533
513	Knoxville	244	44,091	9,966		54,301
514	Memphis	30,955	110,936	38,876	1,586	182,358
515	Nashville	10,265	148,419	28,199	495	187,378
TEXAS.						
516	Austin	3,021	40,785	5,152		48,958
517	Beaumont					
518	Corsicana		21,055	7,945		29,000
519	Dallas	22,226	79,524	15,225		116,975
520	Denison	993	24,431	7,272		32,696
521	El Paso	48,000	40,200	7,120		95,320
522	Fort Worth	2,500	47,770	2,300		52,570
523	Gainesville	200	20,415	2,510		23,125
524	Galveston	3,000	58,788	9,385		71,173
525	Houston	55,000	94,789	30,046		179,835

* Statistics of 1900-1901.

a Included in other items.

TABLE 10.—Statistics of expenditures of public schools of cities of over 8,000 inhabitants, 1901-2—Continued.

	City.	Perma- nent in- vestments and lasting improve- ments.	Teaching and super- vision.	Current and inci- dental ex- penses.	Evening schools.	Total.
	1	2	3	4	5	6
TEXAS—continued.						
526	Laredo*.....	\$235	\$12,367	\$425		\$13,027
527	Palestine.....	500	17,414	2,898		20,812
528	Paris*.....		18,989	2,000		20,989
529	San Antonio.....	9,752	84,027	18,660		112,439
530	Sherman.....		23,291			*28,884
531	Tyler.....	150	17,415	2,000		19,565
532	Waco.....	147	43,461	7,143		50,751
UTAH.						
533	Ogden.....	15,184	47,896	24,328		87,408
534	Salt Lake City.....	63,674	200,647	112,631		\$76,952
VERMONT.						
535	Barre.....	13,086	15,277	7,551		35,914
536	Burlington.....	12,794	37,833	24,333		74,960
537	Rutland.....		31,924	13,286		45,210
VIRGINIA.						
538	Alexandria.....		17,828	3,001		20,829
539	Danville.....	685	20,643	3,561		24,739
540	Lynchburg.....	1,353	36,642	5,074		43,069
541	Manchester.....					
542	Newport News.....	38,866	20,456	7,304		66,626
543	Norfolk.....	49,639	52,196	8,921		110,756
544	Petersburg*.....		18,760	5,284		24,044
545	Portsmouth.....					
546	Richmond.....	29,515	135,633	20,139		185,287
547	Roanoke.....	10,728	26,903	6,525		44,156
WASHINGTON.						
548	Everett.....	56,617	36,641	23,435		116,693
549	Seattle.....	215,049	231,033	131,226		577,308
550	Spokane.....	66,088	113,139	64,094		243,321
551	Tacoma.....	43,916	112,742	71,409		228,067
552	Walla Walla.....	23,235	12,377	1,323		36,936
WEST VIRGINIA.						
553	Charleston.....	16,706	27,157	26,410		70,273
554	Huntington.....	755	19,781	13,363		33,899
555	Parkersburg.....	3,031	32,058	12,637		47,726
556	Wheeling.....	10,590	73,340	38,748		122,678
WISCONSIN.						
557	Appleton.....	972	39,451	19,123		59,546
558	Ashland.....	11,000	35,125	6,202		52,327
559	Beloit.....	38,504	26,830	10,673		76,007
560	Chippewa Falls.....	1,557	17,730	4,424		23,711
561	Eau Claire.....	6,526	49,090	18,871		74,487
562	Fond du Lac.....		30,624	18,874		49,498
563	Green Bay.....	2,000	38,476	10,607		51,083
564	Janesville.....	8,000	27,626	9,533		45,159
565	Kenosha.....	12,105	20,513	6,681		39,299
566	La Crosse.....	28,225	70,657	25,337		124,219
567	Madison.....	13,092	41,030	11,036		65,158
568	Manitowoc.....					
569	Marinette.....	4,612	34,148	11,905		50,665
570	Merrill.....	1,446	17,853	3,869		23,168
571	Milwaukee.....		633,407	126,070		759,477
572	Oshkosh.....	10,000	59,919	14,417	\$450	84,786
573	Racine.....	1,502	70,653	18,671		90,826
574	Sheboygan.....	10,950	54,565	26,272		91,787
575	Stevens Point*.....	818	21,049	6,593		28,460
576	Superior.....	30,399	85,617	42,050		158,066
577	Watertown*.....	1,932	13,740	3,287		18,959
578	Wausau.....	15,571	31,017	11,903		58,491
WYOMING.						
579	Cheyenne.....	6,241	22,313	1,901		30,455
580	Laramie.....					

*Statistics of 1900-1901.

TABLE 11.—School statistics of cities and villages containing between 4,000 and 8,000 inhabitants, 1901-2.

City.	2	School population.		5	Different pupils enrolled in public day schools.			9	10	11	Supervising officers.		Regular teachers.			16	17	18	19	20
		Children of school-census age.	Children of school-census age.		Male.	Female.	Total.				Male.	Female.	Total.	Buildings used for school purposes.	Seats or sittings for study in all public schools.						Value of public property used for school purposes.	Salaries of teachers and supervising officers.	Total expenditures.
ALABAMA.																				
1 Bessemer.....	6,358	7-21	2,340	81	585	684	1,269	176	162,800	925	1	2	16	18	3	960	\$35,000	\$6,330	\$8,839	
2 Eufaula.....	4,332	7-21	1,733	50	255	255	510	180	83,700	465	1	2	11	13	3	600	15,000	5,190	6,847	
3 Florence.....	6,478	7-21	2,231	190	470	561	1,031	153	89,856	587	1	4	13	17	3	775	25,000	5,535	6,221	
4 New Decatur.....	4,437	7-21	1,251	125	166	200	366	175	36,500	210	1	1	10	11	2	650	20,000	3,200	2,100	
5 Phenix.....	4,153	7-21	1,352	100	166	200	366	175	36,500	210	1	1	5	6	2	400	3,500	2,000	2,100	
ARIZONA.																				
6 Phenix.....	5,514	6-21	2,200	300	.....	.....	1,200	175	170,975	977	1	6	21	30	6	1,100	100,000	32,000	56,000
ARKANSAS.																				
7 Fayetteville.....	4,061	6-21	1,876	75	576	628	1,204	169	140,160	876	1	4	13	17	4	1,300	25,000	7,000	8,300	
8 Helena.....	5,550	6-21	1,000	200	336	469	805	179	111,636	624	2	3	16	19	3	925	.....	.....	.....
9 Houshoro.....	4,608	6-21	1,178	150	567	611	1,178	180	.....	.....	4	4	11	15	3	1,000	22,500	.....	.....
10 Tucumcaca.....	4,314	6-21	2,360	.....	.....	.....	1,200	160	.....	.....	4	4	19	23	5	1,000	.....	10,000	12,000
CALIFORNIA.																				
11 Bakersfield.....	4,836	5-17	1,180	8	427	435	862	170	102,931	606	3	3	11	17	3	800	44,000	10,995	14,461	
12 Eureka.....	7,327	5-17	2,177	44	878	931	1,809	190	259,202	1,364	1	2	31	33	15	1,639	74,000	23,344	23,773	
13 Napa.....	4,036	5-17	1,235	15	539	485	1,024	190	161,500	850	0	3	20	23	7	1,200	60,415	17,025	19,325	
14 Pomona.....	5,326	5-17	1,584	95	700	750	1,450	171	186,737	1,092	3	4	39	43	13	1,600	95,000	31,000	36,000	
15 Redlands school district.....	4,797	5-17	817	43	344	368	712	169	90,913	538	1	0	16	16	4	800	43,750	12,420	13,580	
16 Laguna district.....	6,150	5-17	512	53	773	709	1,482	171	206,481	1,211	1	0	9	9	2	1,376	92,400	23,689	43,731	
17 San Bernardino.....	4,933	5-17	1,457	40	711	725	1,436	180	210,060	1,107	1	6	32	38	7	1,500	100,000	20,000	25,418	
18 Santa Ana.....	6,587	5-17	1,813	224	791	811	1,602	189	204,298	1,081	3	6	36	42	10	1,145	137,000	32,500	41,750	
19 Santa Barbara.....	6,673	5-17	1,847	100	766	843	1,609	189	217,516	1,163	1	5	27	32	4	1,450	50,000	25,350	31,000	

State	School	6-150	6-21	2,337	863	1,726	174	222,291	1,277	3	1	31	32	5	1,024	200,000	19,950	25,313	
COLORADO.	Boulder.....	5,345	6-21	1,979	450	863	1,432	174	191,197	1,102	2	5	27	5	1,220	100,000	19,950	25,313	
	Trinidad.....		6-21			863	744	173					32						
	CONNECTICUT.																		
	Derby.....	7,930	4-16	1,880	689	358	720	188	115,244	613	4	0	20	20	4	800	110,000	11,840	15,584
	Huntington.....	5,372	4-16	1,332	68	570	555	189	144,300	780	1	1	20	12	1	1,090	66,700	11,945	16,055
	Killingly.....	6,835	4-16	1,518	135		1,286	183	157,127	849	3	4	29	31	12	1,450	72,565	14,715	21,155
	Putnam.....	6,067	4-16	1,459	590		610	180			2	4	18	22	1	952	72,000	10,925	16,151
	Southington.....	5,880	4-16	1,272	19	590	601	182	162,323	892	2	0	32	33	12	1,480	89,000	10,445	21,083
Winstelton.....	7,763	4-16	1,722	832	475	473				2	0	25	26	7	980	71,000	13,538	16,944	
GEORGIA.																			
Albany.....	4,006	6-18	1,500	330		705	180	88,560	492	2	4	14	18	3	750	50,500	5,500	5,750	
Americus.....	7,674			75	560	706	197	107,000	1,095	1	3	30	33	3	1,500	25,000	14,930	16,681	
Dalton.....	4,315				350	275	726	73,570	416	2	1	12	13	3		6,000	5,000		
Marletta.....	4,445	6-18	1,113		437	492	183	108,885	595	2	5	13	18	2	900	19,000	7,528	8,912	
Rome.....	7,291	6-18	2,400	100	762	793	180	198,000	1,100	2	3	25	28	5	1,200	13,300	14,500	14,500	
Thomasville.....	5,822	6-18	1,200		298	295	593	168	73,438	1,410	1	6	8	14	3	650	15,000	8,500	10,000
Waycross.....	5,919	6-18	1,231	50	320	365	694	80,500	460	2	0	14	14			40,000	7,300	9,100	
IDAHO.																			
Boise.....	5,957	6-21	2,600	300	1,003	1,110	200	126,317	723	1	7	35	42	2	920	200,000	40,000	105,000	
Pocatello.....	4,046	6-21	1,362	200	501	488	175				1	16	17			49,786	9,786		
ILLINOIS.																			
Beardstown.....	4,827	6-21	1,453	80	552	598	183	161,223	881	1	2	24	26	6	1,050	52,300	11,875	13,220	
Belvidere.....	6,937	6-21	2,301	50	325	367	633	102,105	526	1	0	15	15		575	8,250			
Canton.....	6,564	6-21	2,301	797	924	1,721	175	236,983	1,357	3	2	37	39	9	1,677	105,000	17,563	24,588	
Centralia.....	6,721	6-21	2,256	176	773	864	162	223,733	1,375	1	5	31	36	7	1,476	41,000	12,338	18,419	
Charleston.....	5,488				610	640	1,250	186		2	4	28	32	4	1,275	14,000	16,500	16,500	
Chilton.....	4,452	6-21	1,350		538	608	1,146	185	162,985	881	2	1	24	25	1,130	100,000	12,000	15,000	
Collinsville.....	4,021			500	440	447	887	184	108,744	591	1	15	16	3		337	6,500	8,500	
DeKalb.....	5,901	6-21	2,000		633	678	1,311	181,754	956	4	5	14	19	4	1,000	25,000	15,665	23,500	
Duquoin.....	4,353	6-21	1,200	200	500	600	1,100	139,000	797	1	3	16	19	4	1,000	70,000	7,408	9,000	
Galena.....	5,005	6-21	1,301	400						1	3	18	21	5	850	10,000			
Harlem.....	4,085	6-21	1,301	162	381	403	786	104	103,523	564	2	12	14	2	714	56,124	7,540	23,129	
Harvey.....	5,203	6-21	1,919	15	563	504	1,067	175	125,947	785	2	0	24	24	1,200	55,000	12,487	21,210	
Litchfield.....	5,918	6-21	1,877	150	589	650	1,250	646	161,927	947	1	24	26	4	1,250	60,000	10,930	14,174	
Macomb.....	5,375	6-21	1,693		455	500	835	180		2	2	24	20			80,800	13,270	20,196	
Maywood.....	7,522	6-21	3,221	219	657	703	1,360	194	122,148	692	2	23	27	6	1,158	85,000	18,267	31,914	
Monmouth.....	7,400	6-21	2,015		837	927	1,821	186	235,730	1,375	3	37	33	5	1,730	135,600	17,984	23,673	
Morris.....	4,271	6-21	1,130	100	400	420	820	194	133,080	720	1	1	20	21	850	105,000	9,250	10,300	
Mount Carmel.....	4,313	6-21	1,200	135	475	525	1,000	180	162,000	900	1	1	21	22	1,000	40,000	11,010	20,000	
Mount Vernon.....	5,215	6-21	1,900		730	676	1,466	169	182,600	1,100	1	2	23	30	1,400	20,000	4,000		
Murphysboro.....	6,463	6-21	1,779	136	353	422	1,385	171	145,632	852	4	4	25	3	1,100	21,000	7,650	10,663	

c Includes statistics of Melrose Park. Population given is of Maywood only.

a Does not include statistics of the high school.

b The high school was in session 188 days.

TABLE 11.—School statistics of cities and villages containing between 4,000 and 8,000 inhabitants, 1901-2—Continued.

City.	Population, census of 1900.		School population.		Pupils in private and parochial schools.		Different pupils enrolled in public day schools.		Number of days the schools were actually in session.	Aggregate number of days' attendance of all pupils.	Average daily attendance.	Supervising officers.	Regular teachers.			Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.	Salaries of teachers and supervising officers.	Total expenditures.
	2	3	4	5	6	7	8	9					10	11	12						13	14	15	16	17	18	19	20
ILLINOIS—continued.																				
56	5,580	0-21	1,412	285	481	490	971	170	118,224	695	1	6	20	26	5	980	\$43,700	\$11,068	\$15,555	
58	9,105	0-21	1,490	100	597	701	1,298	180	174,000	966	1	4	4	25	3	1,200	55,000	13,000	19,340	
60	4,265	0-21	2,100	0	306	544	1,050	132	134,415	750	1	1	23	21	4	1,900	85,000	12,202	19,340	
61	4,023	0-21	985	0	309	325	631	180	86,700	482	2	1	15	16	3	800	50,000	7,085	15,000	
62	6,214	0-21	2,324	400	534	557	1,091	196	198,368	808	1	0	19	19	4	969	33,300	10,100	14,345	
63	6,309	0-21	1,121	40	445	422	867	184	128,800	698	3	0	20	20	3	900	73,000	9,648	14,276	
64	5,728	0-21	1,720	50	680	676	1,356	184	135,901	1,065	4	9	22	31	7	1,400	80,000	13,000	17,856	
INDIANA.																				
65	7,221	0-21	2,137	0	940	883	1,823	180	288,000	1,600	1	9	22	31	4	1,650	59,000	15,000	21,857	
66	6,460	0-21	1,801	0	965	895	1,801	180	225,900	1,255	6	5	31	36	4	1,600	60,000	16,116	19,166	
67	4,479	0-21	1,265	0	526	536	1,062	140	166,619	877	2	6	17	23	3	1,100	52,000	13,769	18,997	
68	6,836	0-21	1,789	155	582	589	1,171	175	183,125	875	3	4	19	23	3	1,100	87,500	14,264	19,308	
69	6,649	0-21	1,811	75	715	739	1,454	178	198,470	1,115	3	6	26	32	5	1,900	204,350	17,588	23,064	
70	4,142	0-21	1,272	422	380	420	892	177	131,987	704	1	8	13	21	4	820	45,000	10,146	17,186	
71	7,100	0-21	1,946	0	829	825	1,654	178	231,934	1,303	3	7	34	41	6	1,180	100,030	24,488	38,438	
72	4,005	0-21	1,372	0	518	503	1,031	180	124,740	683	4	5	20	25	3	1,180	40,000	13,500	15,500	
73	5,489	0-21	1,333	394	586	496	1,082	170	144,500	850	1	7	18	25	4	1,100	110,000	12,864	16,624	
74	5,034	0-21	1,963	0	758	831	1,589	178	139,624	788	3	5	25	30	2	1,050	16,000	12,300	16,200	
75	5,912	0-21	1,183	450	634	653	1,287	186	262,508	1,131	2	7	26	33	5	1,600	59,000	15,811	20,012	
76	7,113	0-21	2,486	0	612	635	1,265	186	183,583	980	1	5	34	39	6	1,400	125,000	22,260	29,032	
77	4,465	0-21	1,183	0	465	475	930	176	137,700	703	1	4	22	26	4	1,100	74,800	11,905	17,200	
78	4,088	0-21	1,156	0	615	582	1,202	166	147,500	988	1	5	18	23	3	875	40,000	11,300	20,000	
79	5,560	0-21	1,918	350	450	452	902	178	137,700	703	2	0	22	22	4	980	53,500	11,380	11,380	
80	5,132	0-21	1,872	150	572	538	1,110	180	173,520	964	2	8	18	26	5	1,085	78,000	13,200	18,698	
81	4,792	0-21	1,396	0	610	635	1,275	158	169,534	1,073	2	6	23	29	4	1,208	105,000	18,698	29,007	
82	6,798	0-21	1,806	0	541	623	1,164	170	155,438	913	2	11	16	27	4	1,150	70,500	13,014	22,138	
83	6,041	0-21	1,835	70	736	751	1,490	175	208,900	1,193	2	8	24	32	5	1,500	70,000	16,741	22,138	
84	4,541	0-21	1,430	0	430	408	898	175	122,861	702	2	3	19	22	3	1,010	40,600	12,550	12,550	

85	Seymour.....	6,445	0-21	1,623	300	570	586	1,156	176	159,327	905	1	1	2	25	28	5	1,300	80,000	1,200	125,000	21,654	26,238
86	Shelbyville.....	7,169	0-21	1,827	150	703	723	1,426	172	196,127	1,089	5	1	6	32	40	6	1,200	120,000	1,409	17,922	17,922	27,922
87	Valparaiso.....	6,280	0-21	1,139	176	531	597	1,128	180	.....	.....	1	5	5	25	31	3	1,409	.....	.....	.....	.....	.....
IOWA.																							
88	Atlantic.....	5,046	5-21	2,002	35	561	650	1,211	173	161,236	982	1	1	1	25	27	4	1,250	60,000	1,250	14,245	.....	.....
89	Cedar Falls.....	5,319	5-21	1,406	60	530	1,180	1,180	175	206,575	1,147	3	3	0	23	28	5	1,386	89,375	1,386	14,128	18,263	.....
90	Centerville.....	5,256	5-21	2,219	60	717	758	1,475	180	.....	.....	3	4	25	29	3	3	1,386	.....	.....	.....	.....	.....
91	Chariton.....	3,989	5-21	1,340	0	518	531	1,052	173	147,396	852	1	1	1	24	25	3	1,600	85,000	1,600	9,438	.....	.....
92	Creston.....	7,752	5-21	2,442	205	909	959	1,858	175	241,907	1,379	1	1	5	37	42	4	1,600	125,000	1,600	20,405	29,128	.....
93	Fairfield.....	4,298	5-21	1,298	.....	.....	.....	1,041	178	189,760	785	2	2	3	17	20	2	1,600	.....	.....	.....	.....	.....
94	Grinnell.....	3,860	5-21	1,225	.....	475	578	1,054	174	150,783	876	2	2	6	22	28	2	1,050	60,000	1,050	13,020	19,839	.....
95	Lemars.....	4,146	5-21	1,498	.....	483	533	1,036	176	135,815	745	1	1	2	24	23	3	1,070	52,000	1,070	18,393	17,758	.....
96	Marion.....	4,746	5-21	1,885	60	469	500	960	173	140,425	774	3	3	0	23	23	4	1,000	56,000	1,000	12,427	17,558	.....
97	Mason City.....	4,102	5-21	1,282	200	708	789	1,497	177	224,259	1,267	1	1	2	38	40	5	1,572	160,000	1,572	10,857	80,287	.....
98	Missouri Valley.....	4,010	5-21	1,262	0	532	549	1,081	169	138,411	819	1	1	2	20	22	4	900	60,000	900	10,522	15,000	.....
99	Mount Pleasant.....	4,109	5-21	1,104	.....	547	523	1,070	177	135,925	768	1	1	0	23	24	4	1,000	40,000	1,000	8,660	12,937	.....
100	Oelwein.....	5,142	5-21	1,285	.....	610	610	1,257	175	170,740	1,010	4	4	2	29	31	6	1,200	150,000	1,200	16,500	16,500	.....
101	Red Oak.....	4,355	5-21	1,543	100	475	515	990	187	184,275	825	1	1	2	22	24	6	1,000	62,000	1,000	10,882	15,100	.....
102	Washington.....	4,255	5-21	1,208	.....	557	678	1,235	176	147,840	840	1	1	2	28	30	4	1,001	67,000	1,001	13,075	22,000	.....
103	Webster City.....	4,613	5-21	1,548	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
KANSAS.																							
104	Argentine.....	5,878	5-21	2,015	250	638	713	1,351	130	162,396	1,014	1	1	6	13	25	5	1,263	59,000	1,263	10,492	14,089	.....
105	Arkansas City.....	6,140	5-21	2,265	25	765	814	1,579	140	169,540	1,213	1	1	3	21	27	6	1,750	110,000	1,750	12,851	11,010	.....
106	Coffeyville.....	4,933	5-21	1,741	.....	670	705	1,375	158	160,054	1,013	.....	.....	.....	.....	.....	.....	.....	45,000	8,890	.....	.....	.....
107	Iola.....	5,791	5-21	2,504	0	885	958	1,941	157	223,997	1,490	2	2	7	28	35	4	.....	108,000	14,915	27,865	.....	.....
108	Junction City.....	4,695	5-21	1,969	40	488	603	1,170	178	177,520	932	2	2	2	19	21	4	.....	56,000	9,756	15,106	.....	.....
109	Newton.....	6,208	5-21	2,400	150	670	700	1,370	180	180,000	1,400	1	1	5	25	30	3	1,500	50,000	1,500	13,081	24,322	.....
110	Ottawa.....	6,931	5-21	2,600	50	700	900	1,700	170	238,000	1,400	1	1	3	31	35	4	1,800	100,000	1,800	14,788	31,002	.....
111	Parkersburg.....	7,682	5-21	2,632	125	882	904	1,876	168	217,086	1,471	2	2	3	32	35	5	1,500	146,000	1,500	17,500	20,300	.....
112	Scandia.....	7,074	5-21	2,117	85	625	775	1,400	177	195,468	1,401	2	2	6	24	30	5	1,385	38,000	1,385	13,380	22,489	.....
113	Winfield.....	4,594	5-21	2,227	62	673	720	1,333	158	168,012	1,063	1	1	3	23	26	5	1,385	98,000	1,385	11,040	15,425	.....
KENTUCKY.																							
114	Ashland.....	6,800	6-20	1,971	299	654	677	1,331	180	180,000	1,000	1	1	2	27	29	7	1,300	66,821	1,300	11,570	18,635	.....
115	Danville.....	4,285	6-20	700	350	151	182	306	170	38,760	228	1	1	2	4	6	1	400	17,000	400	3,150	.....	.....
116	Dayton.....	7,280	6-20	1,915	300	452	495	948	190	139,460	733	1	1	2	21	22	4	874	32,000	874	9,860	11,856	.....
117	Hopkinsville.....	6,423	6-20	1,164	100	402	477	879	193	122,633	685	1	0	1	21	21	2	887	50,000	887	11,350	.....	.....
118	Maysville.....	4,603	6-20	1,400	280	328	340	668	195	107,290	559	6	5	14	14	19	5	675	26,000	675	14,000	16,500	.....
119	Paris.....	4,603	6-20	1,229	500	385	400	785	186	.....	.....	1	1	3	16	13	2	800	40,000	800	9,750	11,750	.....
LOUISIANA.																							
120	Crowley.....	4,214	6-18	1,000	300	175	200	375	120	.....	.....	0	1	1	3	4	1	375	4,000	375	2,500	2,600	.....
121	Lake Charles.....	6,680	6-18	2,981	100	695	783	1,418	160	135,130	1,126	6	4	20	21	15	5	730	23,000	730	11,651	16,031	.....
122	Monroe.....	5,428	6-13	1,000	250	375	400	805	189	132,203	700	3	3	4	16	13	2	550	75,000	550	12,000	13,300	.....

^bWhite schools only.

^aDoes not include statistics of the high school.

	4,658	523	0	837	195	127,920	656	3	1	2	1	21	22	9	75,000	10,263	1,559
149 Ipswich.....	4,006	7-14	0	769	190	142,016	754	1	3	25	28	28	28	5	65,000	12,063	15,637
150 Mansfield.....	7,512	7-14	131	1,417	180	186,120	1,434	2	4	28	32	4	32	5	60,000	14,000	18,000
151 Methuen.....	6,885	7-14	13	1,277	192	146,688	664	2	2	25	26	4	25	6	80,000	10,977	15,200
152 Middleboro.....	4,160	5-15	31	889	192	124,832	664	2	2	21	23	6	21	6	45,000	12,750	17,147
153 Millbury.....	6,978	7-14	866	1,384	193	175,435	909	1	3	24	27	4	27	4	100,000	12,576	17,834
154 Milton.....	4,150	5-14	1,337	1,123	189	117,111	618	3	1	25	26	3	25	3	125,000	10,285	18,362
155 Montague.....	6,156	7-14	219	519	190	160,421	845	3	2	20	22	4	20	2	1,085	11,322	15,219
156 Needham.....	4,016	5-14	10	368	197	207,888	1,136	1	4	30	38	13	30	13	57,000	19,681	28,405
157 North Andover.....	4,243	5-15	0	403	183	207,888	1,136	1	4	27	38	13	27	13	130,000	17,682	18,417
158 North Attleboro.....	7,253	5-15	0	656	182	213,788	1,215	3	1	33	31	9	33	9	141,760	17,668	25,130
159 North Bridgton.....	7,036	5-15	1,220	0	1,421	190	592	1	1	18	19	4	18	4	157,4	8,722	14,664
160 North Brookfield.....	4,587	5-15	890	250	330	325	655	5	1	18	19	4	18	4	18,000	6,722	14,664
161 Norwood.....	5,480	5-15	0	656	653	1,306	1,306	1	1	33	34	7	33	7	13,500	21,000	29,800
162 Orange.....	5,520	7-14	0	555	601	1,156	1,000	3	1	28	29	9	28	9	170,000	15,001	21,346
163 Palmer.....	7,801	7-14	335	617	680	1,297	977	3	2	32	33	10	32	10	129,000	16,169	23,685
164 Reading.....	4,969	5-15	886	1,025	187	178,237	977	3	2	28	30	7	28	7	125,000	16,663	25,289
165 Rockport.....	5,327	5-15	0	547	556	1,103	850	5	2	32	33	10	32	10	80,000	14,852	24,986
166 Rockport.....	4,592	7-14	0	1,103	189	177,282	937	1	5	27	32	12	27	12	27,800	9,857	16,248
167 Saugus.....	5,084	5-15	0	853	176	131,065	741	3	1	21	22	9	21	9	130,000	16,404	22,387
168 South Hadley.....	4,326	5-15	0	574	650	1,224	1,030	3	2	30	32	11	30	11	58,400	12,922	20,824
169 Spencer.....	7,027	7-14	971	1,270	184	173,588	976	3	2	28	33	14	28	14	150,000	18,508	28,198
170 Stoughton.....	6,197	5-15	950	1,033	175	166,250	950	3	2	35	29	7	35	7	140,000	16,400	24,150
171 Swampscott.....	4,548	7-14	250	813	180	117,490	692	1	1	22	21	6	22	6	50,000	11,000	16,569
172 Warren.....	4,417	7-14	0	358	420	778	1,891	1	5	20	21	6	20	6	82,200	13,916	19,380
173 Westley.....	5,072	5-15	632	319	378	413	791	6	1	33	34	6	33	6	50,500	20,528	30,661
174 West Springfield.....	7,105	7-14	471	1,697	176	114,924	649	2	1	20	21	6	20	6	123,000	10,068	15,017
175 Whitman.....	6,155	5-15	0	838	861	245,670	1,359	4	4	39	43	12	39	12	125,000	22,764	31,672
176 Whitman.....	5,013	5-15	867	1,245	188	103,817	1,682	3	2	26	28	5	26	5	1,290	15,150	25,567
177 Wilmamstown.....	5,091	7-14	0	492	500	1,001	1,680	1	3	4	27	31	4	3	85,000	11,713	17,749
178 Wilmamstown.....	7,248	7-14	0	853	807	1,720	1,882	3	3	4	27	30	4	3	263,000	14,978	22,826
179 Winchester.....	6,058	7-14	0	572	585	1,137	922	1	2	27	29	4	27	4	65,000	21,707	31,382
180 Windthrop.....	4,519	5-20	0	788	787	142,016	754	1	3	25	28	5	25	5	65,000	12,063	15,637
181 Benton Harbor.....	4,686	5-20	300	1,515	200	517	446	4	4	28	32	4	28	4	1,453	60,000	14,000
182 Big Rapids.....	4,092	5-21	939	1,416	443	889	124,832	664	2	2	25	26	4	1,400	80,000	10,977	
183 Charlevoix.....	6,216	5-20	1,681	1,361	607	1,168	103	909	1	3	24	27	4	1,000	100,000	12,576	
184 Coldwater.....	4,573	5-20	1,416	1,140	193	175,435	909	1	3	24	27	4	24	4	100,000	12,576	17,834
185 Dowagiac.....	4,151	5-20	1,223	0	579	554	1,133	1,330	3	2	20	22	4	1,210	125,000	10,285	
186 Grand Haven.....	4,743	5-20	1,639	1,258	197	207,421	845	3	2	20	22	4	20	4	1,085	11,322	15,219
187 Hancock.....	4,050	5-20	0	676	676	1,258	1,911	1	2	27	28	15	27	15	85,000	12,080	60,662
188 Hillsdale.....	5,151	5-20	0	464	464	928	1,066	1	2	25	27	5	25	5	100,000	14,884	24,114
189 Lonsdale.....	5,200	5-20	200	650	623	1,323	1,066	3	3	27	30	4	27	4	50,000	9,903	22,951
190 Lansing.....	4,125	5-20	1,265	575	633	1,825	1,825	2	2	40	42	5	40	5	100,000	14,046	19,288
191 Manistiquette.....	4,125	5-20	575	633	1,825	1,825	1,825	2	2	21	23	3	21	3	60,000	13,185	16,500
192 Marshall.....	4,570	5-20	33	373	333	130,432	672	1	3	29	33	6	29	6	125,000	15,300	15,567

aThe high school was in session 192 days.

bThe high school was in session 196 days.

cThe high school was in session 200 days.

TABLE 11.—School statistics of cities and villages containing between 4,000 and 8,000 inhabitants, 1901-2—Continued.

City.	School population.		Population, census of 1900.	Different pupils enrolled in public day schools.		Number of days the schools were actually in session.	Aggregate number of days attendance of all pupils.	Average daily attendance.	Supervising officers.	Regular teachers.			Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.	Salaries of teachers and supervising officers.	Total expenditures.
	School-census age.	Children of school-census age.		Male.	Female.					Male.	Female.	Total.					
I	G	F	E	D	C	B	A	H	G	F	E	D	C	B	A	H	G
MICHIGAN—continued.																	
196 Monroe	5,043	5-20	2,302	500	401	411	845	189	102,627	543	3	13	16	4	800	\$8,600	\$8,855
197 Mount Clemens	6,576	5-20	2,469	250	585	665	1,269	196	179,141	914	3	26	29	5	1,452	90,000	22,899
198 Negaunee	6,985	5-20	2,469	250	600	639	1,259	192	229,218	1,194	2	32	34	6	1,400	60,000	18,500
199 Niles	4,287	5-20	1,261	0	519	522	1,041	157	158,202	846	2	22	23	7	370	50,000	11,001
200 Norway	4,170	5-21	1,700	200	520	550	1,070	175	168,000	900	1	2	14	3	1,000	35,000	9,500
201 Petoskey	5,285	5-21	1,563	125	561	624	1,185	186	164,866	881	2	25	27	4	892	50,000	12,939
202 St. Joseph	5,155	5-20	1,424	200	509	547	1,056	180	157,320	874	2	2	27	3	1,107	70,000	13,213
203 South Haven	4,009	5-20	1,100	30	417	469	946	186	130,944	704	2	0	19	2	900	30,000	8,000
204 Wyandotte	5,183	5-20	1,967	1,000	475	492	967	193	178,893	901	5	0	20	3	1,050	76,500	13,000
205 Ypsilanti	7,378	5-20	1,838	300	548	613	1,161	191	.....	.....	2	25	27	4	1,100	80,000	14,621
MINNESOTA.																	
206 Albert Lea	4,500	5-21	1,400	200	600	700	1,300	180	198,000	1,100	3	27	28	4	1,400	150,000	20,000
207 Anstin	5,474	5-21	1,400	0	591	715	1,309	180	193,309	1,074	2	28	30	6	1,300	105,000	14,619
208 Brainerd	7,524	5-21	2,007	0	500	500	1,000	174	281,615	1,615	3	45	47	7	1,752	100,000	23,400
209 Crookston	5,359	5-21	1,500	.....	590	700	1,290	180	168,892	1,032	1	33	29	5	1,400	75,000	15,265
210 Fergus Falls	6,072	5-21	1,500	.....	564	714	1,308	179	191,599	1,064	3	29	32	6	1,309	80,000	26,951
211 Little Falls	5,774	5-20	1,500	250	500	550	1,250	178	175,184	984	1	23	25	4	1,200	40,000	6,200
212 New Ulm	5,403	5-21	1,200	500	395	317	712	195	99,465	510	1	3	14	5	825	60,000	9,660
213 Owatonna	7,561	5-21	1,900	200	521	615	1,136	176	157,696	896	3	1	26	27	1,100	80,000	13,500
214 Red Wing	7,525	5-21	1,900	175	500	827	1,327	180	248,010	1,378	3	1	39	5	1,900	80,000	20,000
215 Rochester	6,843	5-21	1,400	250	500	562	1,062	180	155,815	1,875	3	2	26	6	1,500	110,000	15,000
216 St. Peter	4,302	5-21	1,100	100	704	704	1,408	177	107,814	609	2	15	17	3	753	50,000	10,000
MISSISSIPPI.																	
217 Biloxi	5,467	5-21	2,825	175	476	503	979	180	141,540	863	2	15	17	6	550	35,000	7,200
218 Columbus	6,481	5-21	2,400	50	639	778	1,417	180	166,069	923	1	21	23	2	1,200	22,000	10,273
219 Greenville	7,642	5-21	2,774	153	639	795	1,434	178	135,488	850	3	21	21	7	1,350	30,000	13,500

220	Hattiesburg.....	4,175	5-21	5-21	.....	225	510	610	1,200	160	107,118	605	1	2	12	13	14	2	3	700	15,000	6,000	7,000
221	McComb.....	4,477	5-21	5-21	.....	.....	468	474	942	177	107,118	605	4	.....	.....	.....	.....	.....	.....	.....	15,000	6,000	7,000
MISSOURI.																							
222	Anona.....	6,191	6-20	6-20	1,434	0	565	675	1,211	160	132,664	829	1	3	18	21	21	3	3	1,200	25,000	6,580	11,000
223	Boonville.....	4,377	6-20	6-20	1,266	200	420	424	844	179	99,818	555	1	2	16	18	2	2	2	1,021	40,000	8,325	10,991
224	Brookfield.....	5,484	6-20	6-20	1,550	50	620	610	1,260	178	107,320	940	2	2	25	25	6	6	6	1,480	90,000	11,059	30,565
225	Carterville.....	4,445	6-20	6-20	1,438	0	458	589	988	180	.....	.....	1	.....	13	13	3	3	3	915	25,000	6,040	.....
226	Chillicothe.....	6,905	6-20	6-20	1,693	75	692	744	1,486	180	178,560	992	1	8	20	28	6	6	6	1,593	56,000	12,984	.....
227	Clinton.....	5,051	6-20	6-20	1,683	15	668	746	1,414	176	173,620	986	1	5	24	29	5	5	5	1,200	71,000	12,823	17,282
228	Columbus.....	5,651	6-20	6-20	1,683	.....	589	677	1,266	173	146,810	848	1	5	24	26	4	4	4	1,182	45,000	14,356	17,869
229	Fulton.....	6,883	6-20	6-20	1,120	15	390	435	1,825	150	90,750	600	1	6	15	21	3	3	3	850	35,000	9,080	9,985
230	Independence.....	4,974	6-20	6-20	2,166	100	867	962	1,769	180	223,355	1,241	2	2	6	12	38	5	5	1,800	222,640	18,904	26,230
231	Kirksville.....	5,905	6-20	6-20	1,542	638	515	610	1,153	156	.....	.....	2	2	21	23	5	5	5	1,500	75,000	10,000	12,932
232	Lexington.....	4,190	6-20	6-20	1,631	275	609	640	1,249	162	136,000	815	2	2	21	23	5	5	5	1,350	60,000	9,000	12,000
233	Louisiana.....	5,131	6-21	6-21	1,356	40	473	549	1,022	159	128,435	802	1	7	22	29	5	5	5	1,500	252,640	18,904	26,230
234	Macon.....	4,086	6-20	6-20	1,112	50	437	477	911	180	129,830	718	3	3	16	19	3	3	3	928	30,000	7,165	16,682
235	Marshall.....	5,086	6-20	6-20	1,483	63	688	731	1,419	180	152,460	847	1	3	23	30	4	4	4	1,300	75,000	14,720	17,850
236	Maryville.....	4,921	6-20	6-20	1,667	0	588	692	1,186	180	133,145	740	1	3	22	25	5	5	5	1,109	90,000	11,185	13,130
237	Poplarbluff.....	4,083	6-20	6-20	1,401	0	584	692	1,186	180	131,617	746	1	3	19	22	4	4	4	1,300	60,000	10,000	13,130
238	Rehmihl.....	5,386	6-20	6-20	1,681	0	601	739	1,420	100	168,710	1,053	2	5	23	28	4	4	4	1,392	22,000	8,351	10,734
239	Trenton.....	4,724	6-20	6-20	1,314	200	477	474	951	178	115,956	652	1	6	21	27	7	7	7	1,447	40,000	11,994	13,000
240	Warrensburg.....	4,724	6-20	6-20	1,314	200	477	474	951	178	115,956	652	1	6	21	27	7	7	7	1,447	40,000	10,435	14,657
MONTANA.																							
241	Missoula.....	4,366	6-21	6-21	1,839	.....	640	680	1,320	170	149,893	876	2	1	22	23	5	5	5	975	.....	16,266	24,310
NEBRASKA.																							
242	Beatrice.....	7,875	5-21	5-21	2,750	100	1,109	1,221	2,330	177	299,484	1,692	4	4	41	45	9	9	9	1,800	85,000	25,564	33,177
243	Fremont.....	7,241	5-21	5-21	2,515	191	1,066	1,067	2,073	177	265,570	1,512	1	1	42	43	10	10	10	1,920	125,500	22,200	29,000
244	Grand Island.....	7,554	5-21	5-21	3,763	440	929	1,114	2,043	177	258,327	1,431	3	5	35	40	5	5	5	1,805	130,000	20,780	29,000
245	Hastings.....	7,188	5-21	5-21	3,763	440	929	1,114	2,043	177	313,290	1,770	3	3	34	36	8	8	8	2,040	126,000	22,500	35,000
246	Kearney.....	5,634	5-21	5-21	2,173	.....	805	907	1,712	180	189,720	1,054	3	3	28	31	6	6	6	1,200	200,000	15,746	27,941
247	Nebraska City.....	7,380	5-21	5-21	2,173	.....	805	907	1,712	175	215,576	1,214	1	4	31	35	8	8	8	.....	86,000	17,000	30,000
248	Plattsmouth.....	4,964	5-21	5-21	1,809	.....	614	708	1,392	176	186,384	1,059	1	0	27	27	10	10	10	1,400	59,500	12,068	15,000
249	York.....	5,132	5-21	5-21	1,429	.....	578	605	1,183	177	155,203	876	1	2	17	19	4	4	4	920	30,000	8,291	11,585
NEVADA.																							
250	Reno.....	4,500	6-18	6-18	1,291	87	628	663	1,291	200	164,200	821	2	2	20	22	3	3	3	.....	52,000	15,525	18,706
NEW HAMPSHIRE.																							
251	Franklin.....	5,816	6-16	6-16	1,173	449	418	421	839	167	81,774	621	3	2	24	26	7	7	7	.....	67,500	12,083	16,029
252	Somersworth.....	7,023	5-16	5-16	1,639	327	615	637	1,232	184	197,800	1,075	3	2	21	26	3	3	3	1,700	135,000	13,900	18,000

^a The negro schools were in session 160 days.

^c Average number belonging.

277	Fulton	5, 281	5-21	0	483	467	950	200	249, 200	1, 216	1	1	15	16	3	850	100, 000	15, 000	25, 000
278	Green Island	4, 770	5-18	25	443	467	950	189	122, 078	618	1	1	2	26	2	850	45, 000	9, 180	13, 435
279	Herkonia	5, 555	5-18	0	563	1, 106	1, 913	191	152, 063	796	1	2	24	26	2	1, 064	45, 000	14, 064	19, 640
280	Hoosick Falls	5, 671	5-18	450	409	474	913	186	143, 371	770	1	3	24	27	4	1, 997	69, 350	14, 500	21, 000
281	Lyon	4, 136	5-18	0	519	983	1, 112	191	168, 897	884	1	0	30	30	3	1, 065	67, 830	15, 398	22, 252
282	Lyon	4, 136	5-18	0	457	492	492	183	144, 327	717	3	1	17	18	1	1, 300	93, 419	11, 026	16, 581
283	Macone	5, 935	5-18	168	724	911	1, 425	184	179, 768	977	1	2	34	36	11	.....	93, 419	18, 496	38, 507
284	Mamouneek	4, 722	5-18	200	270	323	430	162	163, 160	329	1	0	15	15	1	739	60, 000	10, 100	16, 823
285	Madocavan	5, 867	5-18	33	610	636	732	135	166, 922	522	1	1	25	25	3	1, 270	29, 440	9, 450	13, 116
286	Medaneshville	4, 685	5-18	1, 413	316	378	422	184	166, 922	522	1	0	15	15	1	739	70, 000	11, 518	19, 125
287	Medina	4, 578	5-18	200	395	378	422	188	115, 781	622	2	1	24	27	5	1, 121	69, 750	11, 518	19, 125
288	Newark	4, 241	5-18	130	329	689	773	132	102, 732	535	1	0	17	17	1	500	40, 100	8, 820	15, 284
289	North Tarrytown	4, 241	5-18	130	329	689	773	132	102, 732	535	1	0	17	17	1	500	40, 100	8, 820	15, 284
290	Norwich	5, 706	5-18	1, 200	630	435	535	190	152, 360	382	0	1	30	31	5	1, 200	100, 000	7, 125	24, 435
291	Nyack	4, 275	5-18	1, 434	500	384	435	184	150, 321	852	1	3	29	32	3	1, 200	69, 646	18, 352	23, 832
292	Oneida	6, 364	5-18	28	632	700	1, 352	184	194, 372	808	4	0	23	24	3	1, 300	94, 000	18, 389	19, 745
293	Oswego	7, 147	5-18	250	543	582	1, 125	132	156, 211	817	3	0	26	26	4	1, 038	74, 639	19, 145	28, 543
294	Ossining	7, 939	5-18	1, 423	337	525	1, 062	188	157, 881	817	3	0	26	26	4	1, 038	74, 639	19, 145	28, 543
295	Owego	5, 039	5-18	79	440	480	920	188	152, 223	725	2	2	30	30	7	1, 035	75, 000	15, 059	19, 229
296	Port Chester	7, 440	5-18	1, 918	727	727	1, 629	191	228, 220	1, 194	3	4	36	36	4	1, 453	125, 000	27, 250	36, 855
297	Rensselaer Falls	7, 466	5-18	3, 690	433	950	1, 090	191	258, 081	1, 354	3	1	51	51	3	2, 190	135, 000	34, 165	51, 200
298	Salamanca	4, 251	5-18	1, 016	446	446	889	189	126, 330	670	1	1	23	24	4	1, 011	33, 520	12, 300	15, 630
299	Sandyhill	4, 473	5-18	6	498	545	1, 043	184	140, 428	766	1	0	26	27	5	1, 105	61, 650	13, 376	21, 257
300	Seneca Falls	6, 519	5-18	1, 334	379	435	924	192	143, 922	749	2	0	23	23	4	1, 100	73, 625	11, 240	15, 635
301	Tarrytown	4, 770	5-18	84	340	365	705	195	116, 429	566	1	2	18	20	2	650	135, 000	14, 000	21, 375
302	Tonawanda	7, 421	5-18	2, 453	85	85	1, 701	194	250, 474	1, 304	3	1	37	38	5	1, 600	122, 000	21, 014	34, 430
303	Waterloo	4, 256	5-18	30	320	328	618	193	105, 348	546	2	2	17	19	4	1, 700	75, 000	9, 280	12, 000
304	Waverly	4, 465	5-18	4	434	552	986	186	142, 501	766	2	1	21	22	5	1, 000	54, 200	11, 680	17, 454
305	Whitehall	4, 377	5-18	0	423	537	960	188	125, 594	668	1	0	24	24	4	.....	.....	.....	.....
NORTH CAROLINA.																			
306	Elizabeth City	6, 348	6-21	300	450	419	869	160	83, 360	521	1	2	9	11	2	.....	8, 500	4, 510	7, 010
307	Gastonia	4, 610	6-21	0	574	561	1, 135	168	97, 776	582	1	3	12	15	7	650	16, 222	4, 506	5, 230
308	Highpoint	4, 163	6-21	0	427	419	746	170	83, 500	550	2	2	11	13	1	.....	30, 000	6, 232	6, 998
309	Salisbury	6, 277	6-21	250	457	484	941	180	107, 280	596	1	6	14	20	2	1, 200	25, 000	8, 200	9, 200
310	Washington	4, 842	6-21	30	413	465	878	158	96, 556	611	1	3	13	16	3	900	15, 000	5, 225	6, 355
NORTH DAKOTA.																			
311	Grand Forks	7, 652	6-18	862	906	1, 768	.....	184	256, 658	1, 351	1	0	39	39	3	1, 800	125, 000	24, 000	43, 600
OHIO.																			
312	Ashland	4, 087	6-21	1, 073	415	428	843	176	103, 150	615	1	3	17	20	6	756	50, 000	9, 330	12, 250
313	Barberton	4, 354	6-20	1, 416	516	528	1, 044	173	137, 708	796	2	1	22	23	6	965	45, 000	9, 963	.....
314	Bellefontaine	6, 619	6-21	1, 980	105	723	719	189	208, 800	1, 180	1	3	22	39	5	1, 515	85, 000	16, 500	.....
315	Bellevue	4, 101	6-21	1, 100	338	378	776	180	108, 720	604	1	7	18	21	4	850	68, 000	8, 671	10, 000
316	Bowling Green	5, 067	6-21	1, 409	0	600	550	173	189, 000	1, 080	1	1	26	27	4	1, 200	60, 000	12, 000	17, 380
317	Bucyrus	6, 560	6-21	1, 884	150	670	694	173	171, 523	991	1	6	22	28	3	1, 500	100, 000	12, 461	21, 380
318	Canal Dover	5, 422	6-21	1, 114	175	562	527	180	174, 400	980	2	5	23	28	3	.....	96, 039	11, 350	20, 000
319	Cireleville	6, 991	6-21	2, 126	100	708	695	170	177, 480	1, 044	1	3	36	39	4	1, 600	136, 000	19, 350	26, 000
320	Conneaut	7, 133	6-18	1, 650	691	671	1, 362	130	.....	.....	1	4	20	21	6	1, 031	107, 000	9, 936	.....

TABLE 11.—School statistics of cities and villages containing between 4,000 and 8,000 inhabitants, 1901-2.—Continued.

City.	Population, census of 1900.		School population.		Pupils in private and parochial schools.	Different pupils enrolled in public day schools.			Number of days the schools were actually in session.	Aggregate number of days' attendance of all pupils.	Average daily attendance.	Supervising officers.	Regular teachers.			Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.	Salaries of teachers and supervising officers.	Total expenditures.	
	♂	♀	♂	♀		♂	♀	Total.					♂	♀	♂						♀
RHODE ISLAND.																					
394 Bristol.....	6,901	5-15	1,378	50	587	515	1,052	200	169,200	846	3	3	2	25	27	6	1,120	\$102,000	\$13,308	\$18,525	
395 Burrillville.....	6,317	7-15	1,200	0	0	0	1,238	190	164,540	866	1	1	1	25	26	12	1,205	58,500	11,418	16,476	
396 Coventry.....	5,279	5-15	1,235	222	357	378	765	160	117,800	620	3	3	5	20	25	18	956	41,428	6,670	16,439	
397 Johnston.....	4,305	7-15	1,048	3	515	481	998	190	180	740	180	1	1	0	23	23	12	689	30,048	8,914	12,053
398 North Kingstown.....	4,194	5-15	819	23	330	380	710	200	109,000	545	4	4	5	5	18	19	8	689	24,000	8,245	13,102
399 Warren.....	5,108	5-15	910	178	432	478	910	200	240,000	1,200	2	2	4	28	32	4	1,560	100,000	20,000	30,000	
400 Westerly.....	7,541	7-15	1,500	100	750	700	1,450	200	208,470	1,413	5	5	4	21	28	4	1,300	56,000	9,586	11,451	
SOUTH CAROLINA.																					
401 Anderson.....	5,498	6-21	2,000	0	740	880	1,570	190	180	.....	.....	.....	3	13	16	4	1,000	20,000	5,454	7,000
402 Chester.....	4,075	.....	.....	.....	445	515	960	180	.....	.....	.....	.....	1	2	3	2	.....	13,000	3,383	6,383
403 Florence.....	4,617	.....	.....	.....	365	475	841	172	.....	.....	.....	.....	1	2	3	4	660	9,300	5,233	6,096
404 Greenwood.....	4,824	6-21	1,618	125	423	433	856	166	89,308	588	2	2	2	13	15	2	.....	12,000	4,050	.....
405 Laurens.....	4,029	.....	.....	.....	233	322	555	177	68,499	387	2	2	2	10	12	2	.....	12,000	5,700	6,320
406 Orangeburg.....	4,455	6-21	1,500	200	540	576	1,076	180	126,000	700	1	1	1	2	3	2	1,200	25,000	5,700	6,320	
407 Rock Hill.....	5,435	6-21	1,500	100	511	602	1,113	180	129,600	720	1	1	6	10	16	8	1,113	10,000	7,000	7,000	
408 Sumter.....	5,673	.....	.....	.....	606	724	1,330	175	162,575	923	1	1	5	19	24	4	.....	23,800	7,137	8,314
SOUTH DAKOTA.																					
409 Aberdeen.....	4,087	6-21	1,200	100	400	500	900	180	.....	.....	.....	.....	2	4	21	4	900	50,000	20,000	.....
410 Mitchell.....	4,099	6-21	1,000	125	300	400	700	175	100,659	571	1	1	2	14	16	4	850	50,000	10,000	12,000	
TENNESSEE.																					
411 Bristol.....	5,271	6-21	.....	.....	374	347	721	176	101,376	576	.....	.....	2	12	11	3	721	15,000	5,095	.....
412 Columbia.....	6,052	6-21	1,881	.....	469	575	1,044	192	136,864	817	2	2	1	14	15	3	900	25,000	6,850	8,000

TEXAS.																				
413	Brenham	5, 042	8-17	1, 203	25	546	606	1, 152	180	137, 503	764	1	5	15	20	5	1, 050	21, 010	11, 990	14, 000
414	Bronham	5, 968	8-17	1, 202	250	458	534	972	168	111, 747	665	1	5	15	20	5	1, 050	22, 225	12, 041	13, 400
415	Brownwood	3, 965	8-17	832	100	437	538	955	178	111, 250	625	1	2	17	19	4	807	13, 200	9, 785	.....
416	DeWitt	4, 187	8-17	863	150	473	536	1, 069	178	140, 311	877	1	5	16	21	3	1, 100	40, 000	9, 810	12, 000
417	Embs	4, 919	8-17	1, 132	0	563	636	1, 205	160	140, 311	877	1	5	17	22	5	900	60, 000	11, 420	11, 920
418	Hillsboro	5, 346	8-17	1, 255	100	607	636	1, 274	153	120, 575	819	1	4	20	24	8	885	33, 100	8, 370	11, 800
419	McKinney	4, 312	8-17	.....	.....	320	357	677	177	.....	.....	.....	.....	.....	.....	.....	.....	40, 000	5, 000	6, 500
420	Marshall	7, 855	8-17	2, 710	700	608	719	1, 327	160	106, 495	665	1	6	14	20	5	690	31, 000	8, 820	12, 500
421	Taylor	4, 211	8-17	.....	150	489	501	940	180	91, 524	525	1	2	18	20	5	900	50, 000	10, 192	12, 000
422	Temple	7, 065	7-18	.....	754	512	607	1, 724	175	215, 243	720	1	6	20	26	5	1, 570	83, 000	8, 307	19, 919
423	Terrill	6, 330	8-17	1, 048	150	612	670	1, 119	183	133, 436	649	1	4	16	20	4	1, 168	45, 000	9, 855	.....
424	Texasarkana	5, 256	7-17	1, 383	155	607	681	1, 288	160	103, 945	729	1	3	16	19	4	1, 681	19, 240	9, 640	12, 000
425	Victoria	4, 010	8-17	1, 383	150	472	497	969	155	92, 509	506	2	7	22	25	4	1, 200	50, 000	6, 620	15, 000
426	Waxahachie	4, 215	8-17	1, 009	.....	.....	.....	.....	185	122, 932	665	.....	.....	.....	.....	.....	.....	9, 645	10, 640	12, 000
427	Weatherford	4, 786	8-17	1, 090	150	460	580	1, 040	180	.....	.....	1	3	18	21	5	970	31, 225	10, 850	11, 680
UTAH.																				
428	Logan	5, 451	6-18	2, 008	300	710	699	1, 409	175	178, 821	1, 018	2	3	20	23	8	1, 380	74, 100	13, 178	16, 812
429	Park City	3, 759	6-18	1, 147	110	489	500	989	180	183, 740	743	3	3	19	22	4	1, 029	.....	11, 200	19, 720
430	Provo City	6, 185	6-18	2, 155	313	.....	.....	.....	155	175, 773	1, 127	2	8	19	27	4	1, 200	77, 000	14, 704	23, 201
VERMONT.																				
431	Bennington	5, 656	5-18	1, 437	350	465	452	917	187	121, 924	652	1	1	22	23	2	922	85, 000	11, 885	21, 683
432	Battleboro	5, 297	5-18	988	165	363	370	733	174	116, 039	667	1	1	27	28	6	929	100, 000	15, 450	21, 936
433	Montpelier	6, 266	5-18	1, 450	450	462	446	908	180	.....	.....	1	1	25	26	2	850	.....	12, 918	19, 069
434	St. Johnsbury	5, 646	5-21	1, 955	532	471	432	903	181	143, 768	794	2	0	31	31	13	1, 120	77, 000	12, 888	26, 432
VIRGINIA.																				
435	Charlottesville	6, 449	5-21	2, 400	.....	738	900	1, 638	185	223, 110	1, 206	.....	8	21	29	2	.....	50, 000	8, 750	11, 423
436	Fredericksburg	5, 068	5-21	1, 675	194	400	433	833	184	124, 200	690	1	3	10	13	4	761	11, 882	4, 390	5, 950
437	Staunton	7, 289	5-21	1, 726	200	440	508	918	178	130, 952	734	1	5	21	26	3	1, 500	60, 000	9, 876	11, 610
WASHINGTON.																				
438	Bellard	4, 568	6-21	.....	.....	820	843	1, 673	183	242, 841	1, 327	.....	.....	.....	.....	.....	.....	50, 000	27, 000	44, 000
439	Fairhaven	4, 248	5-21	1, 364	0	529	593	1, 122	173	132, 092	772	1	2	18	20	3	900	51, 124	12, 687	16, 473
440	Winchester	4, 005	5-21	1, 206	200	454	437	891	178	112, 111	630	1	5	11	16	4	825	23, 000	8, 985	11, 000
441	Whitcomb	6, 834	5-21	2, 352	.....	1, 127	1, 223	2, 355	173	233, 062	1, 684	3	5	4	4	8	2, 035	140, 000	31, 872	43, 972
WEST VIRGINIA.																				
442	Baywood	4, 511	6-21	1, 462	200	408	433	851	188	121, 205	642	2	0	13	13	3	.....	50, 000	12, 500	.....
443	Blairstown	4, 644	6-21	1, 100	100	376	401	777	136	96, 103	413	1	4	13	17	4	.....	30, 000	5, 183	8, 000
444	Clarksburg	4, 050	6-21	1, 813	209	506	508	1, 014	180	126, 000	700	1	6	18	24	5	850	80, 000	10, 360	25, 000
445	Martinsburg	7, 564	6-21	2, 303	135	618	517	1, 192	183	157, 831	857	1	9	20	29	6	1, 541	41, 990	11, 226	16, 307
446	Moundsville	5, 362	6-21	1, 824	0	609	637	1, 216	138	139, 719	884	1	2	19	21	3	1, 320	.....	6, 560	14, 477

TABLE 11.—School statistics of cities and villages containing between 4,000 and 8,000 inhabitants, 1901-2.—Continued.

City.	Population, census of 1900.		School population.		Pupils in private and parochial schools.			Different pupils enrolled in public day schools.			Number of days the schools were actually in session.		Aggregate number of days attendance of all pupils.		Average daily attendance.		Supervising officers.		Regular teachers.			Buildings used for school purposes.		Seats or sittings for study in all public schools.		Value of public property used for school purposes.		Salaries of teachers and supervising officers.		Total expenditures.							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30							
WISCONSIN.																																					
Baraboo	5,751	1,512	4-20	1,512	0	684	766	1,450	178½	216,612	1,220	1	0	36	36	6	1,500	\$80,000	\$17,211	\$22,766																	
Beaver Dam	5,128	1,791	4-20	1,791	298	453	491	941	195	130,650	670	2	1	22	23	5	1,200	85,600	10,815	15,118																	
Berlin	4,489	1,583	4-20	1,583	415	118	142	260	188	113,176	602	2	2	19	21	3	858	88,000	9,421	37,320																	
De Pere (District No. 1)	4,038	782	4-20	782	150	658	512	1,200	186	43,338	233	4	7	25	32	6	1,250	150,000	16,680	21,680																	
Grand Rapids	4,493	1,500	4-20	1,500	600	463	571	1,034	190	95,741	514	2	1	22	23	4	1,500	67,500	11,000	17,000																	
Marshfield	5,210	2,200	4-20	2,200	830	359	381	743	176	224,159	1,289	2	8	49	57	10	1,467	140,000	22,893	31,925																	
Menasha	5,589	2,329	4-20	2,329	156	732	775	1,507	173	171,892	965	1	0	29	29	8	1,375	85,000	14,175	20,812																	
Menomonie	5,655	2,052	4-20	2,052	288	600	631	1,231	190	144,761	763	1	0	22	23	5	1,300	75,000	11,000	15,617																	
Neshanic	5,951	1,711	4-20	1,711	300	527	561	1,091	180	170,620	715	1	5	32	37	17	1,300	40,000	11,709	18,011																	
Portage	5,450	1,790	4-20	1,790	300	527	561	1,091	180	170,620	715	1	5	32	37	17	1,300	40,000	11,709	18,011																	
Rhinelander	4,998	1,551	4-20	1,551	300	527	561	1,091	180	170,620	715	1	5	32	37	17	1,300	40,000	11,709	18,011																	
Rhinelander	4,998	1,551	4-20	1,551	300	527	561	1,091	180	170,620	715	1	5	32	37	17	1,300	40,000	11,709	18,011																	
Washburn	6,814	2,091	4-20	2,091	183	675	723	1,398	191	198,862	1,014	1	7	25	32	6	1,500	100,000	17,408	27,000																	
Wauskesha	7,419	2,091	4-20	2,091	183	675	723	1,398	191	198,862	1,014	1	7	25	32	6	1,500	100,000	17,408	27,000																	
WYOMING.																																					
Rock Springs	4,363	1,300	6-21	1,300	50	562	451	1,016	191½	122,024	637	2	1	15	16	4	800	25,000	10,000	14,000																	

or Population of city.

CHAPTER XXXV.

UNIVERSITIES, COLLEGES, AND TECHNOLOGICAL SCHOOLS.

CONTENTS.—Number of institutions—Changes in courses of study—Division of college year—Students—Degrees—Property—Income—Benefactions—Governing boards of State institutions—Appointment and admission of cadets to the United States Military Academy and of midshipmen to the United States Naval Academy—Statistical tables.

The total number of institutions included in the tables in this chapter is 638, of which number 131 admit women only. Of the 464 universities and colleges included in Table 30, men only are admitted to the undergraduate departments of 134 institutions, while 330 are open to both men and women. Of the 43 schools of technology included in Table 37, women are reported in the undergraduate departments of 27 institutions.

The following-named institutions have been discontinued: Lineville College, Lineville, Ala.; East Lake Atheneum, East Lake, Ala.; Florida Conference College, Leesburg, Fla.; Young Female College, Thomasville, Ga.; Bordentown Female College, Bordentown, N. J.; Calvin College, Cleveland, Ohio; Henry College, Campbell, Tex., and Parkersburg Seminary, Parkersburg, W. Va. Central Pennsylvania College, at New Berlin, Pa., was consolidated in June, 1902, with Albright College, at Myers-town, Pa., under the name of Albright College.

CHANGES IN COURSES OF STUDY.

University of Arizona.—A one-year course in agriculture has been introduced in the subcollegiate department.

University of Colorado.—Added departments of geology, mechanical engineering, and economics and sociology.

John B. Stetson University, De Land, Fla.—School of technology, with courses in civil, electrical, and mechanical engineering, opened in October, 1902.

Florida Agricultural College.—Added courses in chemistry, civil engineering, and general science, and a two-year course in mechanic arts.

Florida State College.—Two-year courses in Spanish and Italian have been introduced into the curriculum.

Mercer University, Macon, Ga.—Curriculum has been put on elective basis, beginning with the junior year.

Clark University, South Atlanta, Ga.—Inaugurated a new course in scientific agriculture for both college students and others.

Lombard College, Galesburg, Ill.—Group system added to elective system.

Coe College, Cedar Rapids, Iowa.—Established a psychological laboratory.

Drake University, Des Moines, Iowa.—Adopted the group system.

University of Iowa.—There has been a general revision of collegiate courses, allowing larger election.

Midland College, Atchison, Kans.—Dropped Greek as a requirement for admission to freshman class, but still require four years of Greek in college for the A. B. degree.

Central University, Danville, Ky.—Two new courses have been added, namely: Chemical-biological and physical-mathematical. The former provides three years of instruction in chemistry and two years each of biology and physics as principal subjects. The latter provides three years of instruction in physics and mathematics and two years of chemistry as principal subjects.

Bowdoin College, Brunswick, Me.—The A. B. degree will be given without Greek. Four new courses added.

University of Maine.—Added courses in mining and marine engineering.

Colby College, Waterville, Me.—Greek for admission is made optional, together with French, German, physics, chemistry, and history. The A. B. degree is granted to students who have not studied Greek.

Lojola College, Baltimore, Md.—A course of experimental physiological psychology was introduced in senior year.

Harvard University.—Without reduction in quantity of work required for the degree and with a slight raising of grades required, the obtaining of the A. B. degree in three years has been formally sanctioned on terms applicable to all, instead of limiting that privilege, as hitherto, to students of honor rank.

Boston University.—Added courses in Greek, English, and pedagogy.

University of Missouri.—Added a course in chemical engineering.

Washington University, St. Louis, Mo.—Added departments of architecture, zoology, and philosophy.

Tarkio College, Tarkio, Mo.—The course in general science has been lengthened to four years. A course in literature extending through three years has been established.

University of Nebraska.—Established a four-year course in forestry.

Dartmouth College, Hanover, N. H.—Adopted the group system of studies after freshman year.

Rutgers College, New Brunswick, N. J.—Established a Latin-scientific course extending through four years and leading to the degree of Litt. B.; also a course in ceramics.

Hobart College, Geneva, N. Y.—Established a course of study leading to the B. S. degree.

University of North Dakota.—Established courses in electrical, mechanical, and mining engineering, in pharmacy, and in commerce.

University of Cincinnati.—Added a course in electrical engineering.

Otterbein University, Westerville, Ohio.—The philosophical and classical courses will hereafter lead to the A. B. degree. Greater privilege of election will be given after the end of the freshman year.

Lebanon Valley College, Annville, Pa.—Adopted the group system of studies.

Bucknell University, Lewisburg, Pa.—Added a course in civil engineering.

Lehigh University, South Bethlehem, Pa.—Established courses of four years each in electrometallurgy and chemical engineering.

University of South Dakota.—Established courses in civil and mechanical engineering.

University of Tennessee.—Added a department of education to be opened in 1902-3.

Maryville College, Maryville, Tenn.—Adopted the group system of studies.

University of Texas.—The A. B. degree will hereafter be awarded without the study of Latin and Greek.

Lawrence University, Appleton, Wis.—Introduced a four-year college course in commerce.

Beloit College, Beloit, Wis.—Adopted the group system of studies.

Ripon College, Ripon, Wis.—Adopted the group system of studies and added a chair of history and economics.

DIVISION OF COLLEGE YEAR.

The following-named institutions have changed from the three-term to the semester plan: Illinois Wesleyan University, Bloomington, Ill.; University of Iowa, Iowa City, Iowa; Cooper College, Sterling, Kans.; Amherst College, Amherst, Mass., and Purdue University, Lafayette, Ind.

STUDENTS.

The total number of undergraduate and resident graduate students in universities and colleges for men and for both sexes, colleges for women (Division A) and in schools of technology for the year 1901-2 is reported as 107,391, an increase of 4,040 students over the number for the preceding year. The number of such students for each year from 1889-90 to 1901-2 is as follows:

Number of undergraduate and resident graduate students in universities, colleges, and schools of technology from 1889-90 to 1901-2.

Year.	Universities and colleges for men and for both sexes.		Colleges for women, Division A.	Schools of technology.		Total number.	
	Men.	Women.	Women.	Men.	Women.	Men.	Women.
1889-90.....	38,056	8,075	1,979	6,870	707	44,926	10,761
1890-91.....	40,089	9,439	2,265	6,131	481	46,220	12,185
1891-92.....	45,032	10,390	2,636	6,131	481	51,163	13,567
1892-93.....	46,689	11,489	3,193	8,616	843	55,305	15,520
1893-94.....	50,297	13,144	3,578	9,517	1,376	59,814	18,098
1894-95.....	52,586	14,298	3,667	9,467	1,106	62,053	19,071
1895-96.....	56,556	16,746	3,910	8,587	1,065	65,143	21,721
1896-97.....	55,755	16,536	3,913	8,907	1,094	64,662	21,543
1897-98.....	58,407	17,765	4,416	8,611	1,289	67,018	23,470
1898-99.....	58,467	18,948	4,503	9,038	1,339	67,505	24,880
1899-1900.....	61,812	20,452	4,872	10,347	1,440	72,159	26,764
1900-1901.....	65,069	21,468	5,260	10,403	1,151	75,472	27,879
1901-2.....	66,325	22,507	5,549	11,808	1,202	78,133	29,258

The number of undergraduate students pursuing the various courses of study, so far as reported, is as follows:

Classical courses.....	49,982
Other general culture courses.....	14,287
General science courses.....	7,303
Agriculture.....	3,472
Mechanical engineering.....	6,363
Civil engineering.....	4,754
Electrical engineering.....	3,203
Chemical engineering.....	858
Mining engineering.....	1,837
Textile engineering.....	86
Sanitary engineering.....	30
Architecture.....	351

The classification by courses of study of students pursuing liberal studies is becoming a difficult matter, as the elective and group systems have to a great extent and are still superseding the old system of prescribed courses of study. Thus, the number of students given above under classical courses includes 23,324 students not classified by a number of institutions under the several courses, but who are known to be pursuing liberal studies. The number of students enrolled in technical courses is increasing very rapidly.

DEGREES.

The movement inaugurated several years ago for the granting of the A. B. degree on the completion of all courses of study except technical and professional courses still continues. During the past year information has been received from the following-named institutions of the adoption of the A. B. as the only degree to be granted for the completion of a liberal course: Wheaton (Ill.) College; Walsh College, Crawfordsville, Ind.; Bowdoin College, Brunswick, Me.; Amherst (Mass.) College; Tufts College (Mass.); Albion (Mich.) College; University of Minnesota; Gustavus Adolphus College, St. Peter, Minn.; Lenoir College, Hickory, N. C.; Miami University, Oxford, Ohio; Lebanon Valley College, Annville, Pa.; Swarthmore (Pa.) College; University of Texas. The institutions conferring the degrees of bachelor of arts, bachelor of science, bachelor of philosophy, and bachelor of letters are given in Table 28.

The total number of degrees and the number of each kind conferred on men and on women are as follows:

Degrees conferred in 1901-2.

Degree.	On men.	On women.	Degree.	On men.	On women.
A. B.	5,455	3,002	M. E. L.	0	340
B. S.	2,611	581	A. L. B.	0	2
Ph. B.	774	407	L. A.	0	1
B. L.	248	424	B. Paint.	0	16
B. C. E.	23	0	A. M.	1,149	340
B. M. E.	32	0	M. S.	172	26
B. E. E.	1	0	M. L.	16	10
B. E. M.	4	0	Ph. M.	19	9
B. E.	38	0	C. E.	192	0
Met. E.	3	0	M. E.	260	0
A. C.	4	0	E. E.	76	0
B. Arch.	11	1	E. M.	79	0
B. Agr.	21	4	M. M. E.	4	0
B. S. A.	22	0	M. Ped.	11	9
B. Mus.	9	178	M. Acc's	81	0
B. P. d.	29	45	M. Dip.	5	0
B. S. D.	2	0	D. C. L.	16	0
L. I.	29	90	Se. D.	5	0
B. O.	1	15	Ph. D.	240	26
F. E.	2	0	Ped. D.	8	3
B. F. A.	3	0	M. C. S.	7	0
B. C. S.	26	0			
B. Acc's	36	8			
B. L. S.	1	15	Total.....	11,755	5,502

The degree of doctor of philosophy was conferred on examination by 37 institutions on 240 men and 26 women, and as an honorary degree on 9 persons by 7 different institutions. The institutions granting the degree are as follows:

Institutions conferring Ph. D. degree in 1901-2.

Institution.	On examination.		Honorary.
	On men.	On women.	
1. University of California	2	1	0
2. Leland Stanford Junior University	2	0	0
3. University of Denver	3	0	0
4. Yale University	30	9	0
5. Catholic University of America	1	0	0
6. Columbian University	2	0	0
7. Bowdon (Ga.) College	0	0	1
8. Blackburn University	0	0	1
9. University of Chicago	26	1	0
10. Ewing (Ill.) College	2	0	0
11. Hanover (Ind.) College	0	0	1
12. Johns Hopkins University	17	0	0
13. Washington College (Maryland)	0	0	1
14. New Windsor (Md.) College	1	0	0
15. Massachusetts Agricultural College	1	0	0
16. Boston University	2	0	0
17. Harvard University	28	0	0

Institutions conferring Ph. D. degree in 1901-2—Continued.

Institution.	On examination.		Hon. orary.
	On men.	On women.	
18. Radcliffe College (Massachusetts).....	0	2	0
19. University of Michigan.....	7	1	0
20. University of Minnesota.....	3	0	0
21. Bellevue (Nebr.) College.....	1	0	0
22. University of Nebraska.....	2	0	0
23. Princeton University.....	1	0	0
24. Cornell University.....	18	5	3
25. Columbia University.....	30	3	0
26. New York University.....	3	1	0
27. St. John's College (New York City).....	1	0	0
28. Syracuse (N. Y.) University.....	1	0	0
29. Capital University (Ohio).....	1	0	0
30. Ohio State University.....	1	0	0
31. University of Wooster (Ohio).....	12	0	0
32. Grove City (Pa.) College.....	5	0	0
33. University of Pennsylvania.....	13	1	0
34. Villanova (Pa.) College.....	0	0	3
35. Washington and Jefferson College (Pennsylvania).....	0	0	1
36. Bryn Mawr (Pa.) College.....	0	2	0
37. Waynesburg (Pa.) College.....	1	0	0
38. Huron (S. Dak.) College.....	1	0	0
39. American University of Harriman (Tennessee).....	8	0	0
40. University of Virginia.....	6	0	0
41. Washington and Lee University (Virginia).....	1	0	0
42. Virginia Union University.....	0	0	1
43. West Virginia University.....	1	0	0
44. University of Wisconsin.....	6	0	0
Total.....	240	26	9

PROPERTY.

The total value of property possessed by the institutions for higher education amounts to \$417,205,234, a gain of \$25,974,450 over the amount for the preceding year. The endowment funds amount to \$185,944,668, and the remainder represents the value of the material equipment. Of the 464 institutions for men and for both sexes (Table 30), 147 have no endowment funds, 141 others have less than \$100,000 each, 124 have from \$100,000 to \$500,000 each, 20 have from \$500,000 to \$1,000,000 each, 17 have from \$1,000,000 to \$2,000,000 each, 8 have from \$2,000,000 to \$5,000,000 each, and 7 have more than \$5,000,000 each.

The continued increase in the number of students at the higher institutions renders necessary the erection of additional buildings for their accommodation. The purpose and cost of buildings erected during the year by the several institutions, so far as reported, are as follows:

Institution.	Purpose.	Cost.
Alabama Polytechnic Institute.....	Machine shop.....	\$1,276
University of Arizona.....	Dining hall.....	7,000
University of Arkansas.....	Dormitory.....	13,218
	Shops.....	3,500
Mills College (California).....	Laundry.....	5,000
Leland Stanford Junior University.....	Science.....	
	Church.....	
	Psychology and physics.....	
	History, economics, and English.....	
	Engineering.....	
	Chemistry.....	
Colorado College.....	Science.....	250,000
Colorado State School of Mines.....	Metallurgy, etc.....	35,000
Columbian University (District of Columbia).....	Medicine.....	150,000
Florida Agricultural College.....	Science.....	50,000
	Gymnasium.....	20,000
Emory College (Georgia).....	Science.....	30,000
Young Harris College (Georgia).....	Recitations and library.....	10,000
University of Idaho.....	Mining.....	25,000
St. Viateur's College (Illinois).....	Gymnasium.....	40,000
Armour Institute of Technology (Chicago).....	Machinery hall.....	150,000
Illinois Woman's College.....	General.....	30,000

Institution.	Purpose.	Cost.
St. Mary's School (Illinois)	Recreation hall	59,000
Lake Forest University	Recitation and laboratory	50,000
Indiana University	Science	100,000
Purdue University (Indiana)	Agriculture	60,000
	Auditorium	70,000
	Locomotive house	850
Taylor University (Indiana)	Dormitory	5,000
Iowa College of Agriculture and Mechanic Arts	Barn	18,000
	Engineering	205,000
St. Joseph's College (Iowa)	General	75,000
Simpson College (Iowa)	Heating plant	11,500
University of Iowa	Power and heating plant	47,000
Iowa Wesleyan University	Chapel	8,000
Central University of Iowa	Chapel and library .....	.....
	Observatory .....	.....
Baker University (Kansas)	Gymnasium	28,000
University of Kansas	Museum	75,000
Ottawa University (Kansas)	General	25,000
Kansas Wesleyan University	Observatory	600
Washburn College (Kansas)	Physics and astronomy	56,000
Union College (Kentucky)	Boarding hall	8,700
Berea College (Kentucky)	Administration	10,000
	Dormitories (2)	8,000
Louisiana State University	Dormitory	28,000
Jefferson College (Louisiana) .....	..... do	15,000
Notre Dame of Maryland	Power plant, etc.	56,000
Maryland Agricultural College	Sanitarium	6,000
Maryland College for Women	Dormitory	15,000
Radcliffe College (Massachusetts) .....	..... do	65,000
Mount Holyoke College (Massachusetts)	Art	66,500
	Dormitory	56,000
Tufts College (Massachusetts)	Medicine	290,000
Michigan Agricultural College	Bacteriology	30,000
University of Michigan	Medicine	150,000
	Engineering	200,000
	Psychopathic ward	50,000
	Boiler house	30,000
	Hospital ward	25,000
Michigan College of Mines	Mining	42,500
	Chemistry	35,000
	Blacksmith shop	5,000
University of Minnesota	Physics	75,000
	Engineering	60,000
	Veterinary	25,000
	Blacksmith shop	3,000
	Slaughterhouse	7,500
St. Olaf College (Minnesota)	Library	13,000
Mississippi Agricultural and Mechanical College	Residence	1,500
Millsaps College (Mississippi)	Dormitory .....	.....
East Mississippi Female College	General	8,000
Stanton College for Young Ladies (Mississippi) .....	..... do	7,500
Port Gibson Female College (Mississippi)	Dormitory .....	.....
University of Missouri	Dairy	26,000
	Agriculture	10,000
	Horticulture	35,000
	Medicine	35,000
	Dormitory	34,000
	Engineering	17,000
Westminster College (Missouri)	Heating plant	5,500
University of Montana	Dormitory	30,000
	Gymnasium	10,000
Nevada State University	Chemistry	12,000
	Hospital	3,500
New Hampshire College of Agriculture and Mechanic Arts	Agriculture	30,000
St. Lawrence University (New York)	Reading room	16,000
Hamilton College (New York)	Dining hall	30,000
Columbia University (New York)	Religious and ethical .....	.....
University of North Carolina	Dormitory	15,000
Trinity College (North Carolina) .....	..... do	25,000
	Pavilion	2,000
Lenoir College (North Carolina)	Dormitory	5,000
University of North Dakota	Mechanic arts	20,000
	President's residence	19,000
University of Cincinnati	Engineering	25,000
Western Reserve University	Chapel	80,000
	Dormitory	70,000
Ohio State University	Law	50,027
	Heat and light plant	12,706
Kenyon College (Ohio)	Dormitory	60,000
Hiram College (Ohio)	Library and observatory	10,000
Wittenberg College (Ohio)	Theology	15,000
Oklahoma Agricultural and Mechanical College	Library (addition)	17,683
	Engineering	10,958
	Barn	6,500
	Boiler house	4,596

Institution.	Purpose.	Cost.
Albany College (Oregon).....	Dormitory.....	\$8,000
Beaver College (Pennsylvania).....	President's residence.....	8,000
Blairsville College (Pennsylvania).....	Dormitory.....	8,000
Bryn Mawr College (Pennsylvania).....	Heat and light plant.....	153,000
	Dormitory.....	400,000
	Library.....	
Pennsylvania Military College.....	Hospital.....	2,000
Lafayette College (Pennsylvania).....	Y. M. C. A.....	55,000
	Biology.....	6,000
	Dormitory.....	12,000
	do.....	12,000
	Residence.....	3,000
Haverford College (Pennsylvania).....	Assembly hall, etc.....	50,000
Franklin and Marshall College (Pennsylvania).....	Science.....	62,000
Susquehanna University (Pennsylvania).....	Dormitory.....	15,000
Lehigh University (Pennsylvania).....	Engineering.....	40,000
Villanova College (Pennsylvania).....	General.....	350,000
Clemson Agricultural College (South Carolina).....	Barracks.....	30,682
	Chemistry.....	17,457
	Cottages (5).....	4,342
	Hotel (addition).....	1,388
	Steward's hall.....	6,000
South Carolina College.....	History.....	12,000
Limestone College (South Carolina).....	Dormitory.....	12,500
Furman University (South Carolina).....	Manual training.....	20,000
Clafin University (South Carolina).....	Engineering.....	40,000
South Dakota Agricultural College.....	Plant breeding.....	10,000
South Dakota School of Mines.....	Laboratory.....	20,000
University of the South (Tennessee).....	Dormitory.....	65,000
University of Texas.....	do.....	75,000
Howard Payne College (Texas).....	do.....	2,000
Agricultural and Mechanical College of Texas.....	Chemistry and veterinary.....	31,000
San Antonio Female College (Texas).....	General.....	12,000
Paul Quinn College (Texas).....	Dormitory.....	18,000
Agricultural College of Utah.....	Administration, etc.....	50,000
	Barn.....	11,620
	Vegetation house.....	1,500
Norwich University (Vermont).....	Administration.....	25,000
Martha Washington College (Virginia).....	Dormitory.....	10,000
Virginia Union University.....	Residence.....	4,250
Vashon College (Washington).....	Music.....	8,500
University of Washington.....	Science.....	70,030
	Power plant.....	40,000
Whitman College (Washington).....	Dormitory.....	25,000
University of Wisconsin.....	Agriculture.....	150,000
University of Wyoming.....	Heating plant.....	15,000

INCOME.

The total income for the year, excluding benefactions, is reported as \$33,863,244. The proportion derived from the various sources by the several classes of institutions is as follows:

	Tuition fees.	Endow-ment.	State or municipal aid.	Federal aid.	Other sources.
	<i>Per cent.</i>	<i>Per cent.</i>	<i>Per cent.</i>	<i>Per cent.</i>	<i>Per cent.</i>
All institutions.....	38.7	24.3	19.0	8.7	9.3
Universities and colleges for men and for both sexes.....	37.1	29.1	20.3	4.0	9.5
Colleges for women, Division A.....	72.0	17.2	0	0	10.8
Colleges for women, Division B.....	86.1	1.9	3.1	0	8.9
Schools of technology.....	12.8	12.3	26.4	40.8	7.7

Of the total amount, \$6,437,493, appropriated for higher education by the several States and a few cities, the following amounts were furnished by the different geographical divisions of the country:

North Atlantic Division.....	\$614,634
South Atlantic Division.....	724,382
South Central Division.....	639,210
North Central Division.....	3,381,850
Western Division.....	1,077,417

BENEFACTIONS.

The total amount of benefactions reported by the several institutions for higher education as having been received during the year is \$17,039,967, of which amount \$12,506,538 was received by the following-named 31 institutions reporting gifts amounting to \$100,000 or over:

University of Southern California.....	\$134,000
Yale University.....	595,028
University of Chicago.....	2,983,355
De Pauw University (Indiana).....	175,450
Coe College (Iowa).....	170,000
Des Moines College (Iowa).....	125,000
Massachusetts Institute of Technology.....	147,808
Harvard University.....	1,095,737
Smith College (Massachusetts).....	211,000
Washington University (Missouri).....	157,098
Stevens Institute of Technology (New Jersey).....	160,000
Adelphi College (New York).....	250,000
Cornell University.....	365,935
Barnard College (New York City).....	403,290
Columbia University (New York City).....	501,131
New York University.....	174,345
Vassar College (New York).....	117,626
Syracuse University (New York).....	567,993
Trinity College (North Carolina).....	130,000
Western Reserve University (Ohio).....	304,000
Oberlin College (Ohio).....	403,434
University of Wooster (Ohio).....	300,000
Bryn Mawr College (Pennsylvania).....	572,149
Haverford College (Pennsylvania).....	125,000
Allegheny College (Pennsylvania).....	200,000
University of Pennsylvania.....	936,852
Pennsylvania State College.....	245,000
Brown University (Rhode Island).....	395,307
Baylor University (Texas).....	100,000
Washington and Lee University (Virginia).....	102,000
Beloit College (Wisconsin).....	358,000

Of the total amount of benefactions received during the year, 47.7 per cent was reported by the institutions in the North Atlantic Division, 5.9 per cent by those in the South Atlantic Division, 3.6 per cent by those in the South Central Division, 40.5 per cent by those in the North Central Division, and 2.3 per cent by those in the Western Division. The total amount received by colleges for women was \$1,772,555.

GOVERNING BOARDS OF STATE INSTITUTIONS.

University of Alabama.—Board of trustees consists of the governor and the State superintendent of education ex officio; one member appointed by the governor and confirmed by the senate for a term of six years from each Congressional district, except that the district in which the institution is located is entitled to two members. One-third of the members are appointed biennially.

Alabama Polytechnic Institute.—Board of trustees composed like that of the University of Alabama (see above).

Agricultural and Mechanical College for Negroes (Alabama).—Board of commissioners consists of three members named in the act establishing the institution, who may fill all vacancies arising in their number.

University of Arizona.—Board of regents consists of the governor and the superintendent of public instruction ex officio; four members appointed by the governor and confirmed by the council for terms of four years.

University of Arkansas.—Board of trustees consists of the governor ex officio and six members appointed by the governor and confirmed by the senate for terms of six years, the terms of two members expiring every two years.

University of California.—Board of regents consists of the governor, the lieutenant-governor, the speaker of the assembly, the State superintendent of public instruction, the president of the State Agricultural Society, the president of Mechanics' Institute, and the president of the university, ex officio; sixteen members appointed by the governor and confirmed by the senate for terms of sixteen years, two members being appointed biennially.

University of Colorado.—Board of regents consists of six members, elected by popular vote, two every two years, for terms of six years. The president of the university is ex officio president of the board, with the privilege of speaking but not of voting except in case of a tie.

Colorado Agricultural College.—The governing body is the State board of agriculture which consists of the governor and the president of the agricultural college ex officio, and eight members appointed by the governor and confirmed by the senate for terms of eight years, the terms of two members expiring every two years.

Connecticut Agricultural College.—Board of trustees consists of the governor and the director of the Connecticut Experiment Station ex officio; six members elected by the state senate for terms of four years; one member elected by the alumni for the term of two years; one member elected annually by the State board of agriculture.

Delaware College.—Board of trustees consists of the governor and the president of Delaware College ex officio; fifteen members representing the original board, who have power to fill all vacancies occurring in their number; fifteen members appointed by the governor.

State College for Colored Students (Delaware).—Board of trustees consists of the president of the college ex officio, and six members, two from each county in the State, appointed by the governor for terms of four years or until their successors are appointed.

Florida State Agricultural College.—Board of trustees consists of seven members appointed by the governor and confirmed by the senate for terms of four years. Not more than two may be appointed from the county in which the college is located.

University of Georgia.—Board of trustees consists of the governor, the president of board of trustees of State School of Technology, the president of board of commissioners of Georgia Normal and Industrial College, the president of board of commissioners of Georgia Industrial College for Colored Youths, ex officio; one member from each Congressional district, four from the State at large, and two from the city of Athens, appointed by the governor and confirmed by the senate for terms of eight years.

University of Idaho.—Board of regents consists of five members from the State at large appointed by the governor and confirmed by the senate for terms of six years. Not more than three members may be of the same political party.

University of Illinois.—Board of trustees consists of the governor, the president of State board of agriculture, State superintendent of public instruction, ex officio; nine members elected by popular vote, three at each biennial election, for terms of six years.

Indiana University.—Board of trustees consists of three members elected by the alumni residing in the State for terms of three years, and five members elected by the State board of education for terms of three years.

Purdue University (Indiana).—Board of trustees consists of nine members appointed by the governor for terms of six years. Two of the number shall be nominated by the State board of agriculture, one by the State board of horticulture, and six selected by the governor.

State University of Iowa.—Board of regents consists of the governor and the State superintendent of public instruction ex officio; one member from each Congressional district elected by the general assembly for a term of six years.

Iowa State College of Agriculture and Mechanic Arts.—Board of trustees consists of the governor and the State superintendent of public instruction ex officio; one member from each Congressional district elected by the general assembly for a term of six years.

University of Kansas.—Board of regents consists of the chancellor ex officio, and six members appointed by the governor and confirmed by the senate for terms of four years.

Kansas State Agricultural College.—Board of regents consists of the president of the college ex officio, and six members appointed by the governor and confirmed by the senate for terms of four years.

Agricultural and Mechanical College of Kentucky.—Board of trustees consists of the governor and the president of the college ex officio, and fifteen members appointed by the governor and confirmed by the senate, one-third every two years for terms of six years. One appointment shall be made from each Congressional district outside of the Congressional district in which Lexington (the seat of the college) is situated and the remainder from the latter district, but no more than three trustees may be appointed from the county of Fayette. The board has power to fill all vacancies occasioned by the death, resignation, or refusal to serve of any of the trustees appointed on behalf of the State.

Louisiana State University and Agricultural and Mechanical College.—Board of supervisors consists of the governor, the State superintendent of public education, and the president of the university, ex officio; twelve members appointed by the governor and confirmed by the senate for terms of four years. Six of the fifteen supervisors must be alumni, and one member must be appointed from the parish of East Baton Rouge.

Southern University (Louisiana).—Board of trustees consists of twelve members appointed by the governor and confirmed by the senate for terms of four years; at least four of the twelve must be appointed from the colored race.

University of Maine.—Board of trustees consists of seven members appointed by the governor and approved by the council for terms of seven years, and one member elected by the alumni for a term of three years.

Maryland Agricultural College.—Board of trustees consists of the governor, the comptroller of treasury, the attorney-general, the State treasurer, the president of the senate, and the speaker of the house of delegates, ex officio; one member appointed by the governor and confirmed by the senate from each congressional district for a term of six years; five members elected by the stockholders for one year or until their successors are elected.

Massachusetts Agricultural College.—The corporation consists of the governor, the president of the college, the secretary of the State board of education, the secretary of the State board of agriculture, ex officio; fourteen members appointed by the governor, two annually, for terms of seven years. The alumni exercise the right of recommendation of candidates.

Massachusetts Institute of Technology.—The corporation consists of the governor, the chief justice of supreme court, and the secretary of the State board of education, ex officio; not more than forty-seven other members to hold office for life and to be chosen by vote of the corporation by ballot.

University of Michigan.—Board of regents consists of eight members elected by popular vote, two every two years, for terms of eight years. The president of the university is ex officio president of the board, with the privilege of speaking, but not of voting.

Michigan State Agricultural College.—The governing body is the State board of agriculture, which consists of the governor and the president of the college ex officio, and six members appointed by the governor for terms of six years.

Michigan College of Mines.—Board of control consists of six members appointed by the governor, two every two years, for terms of six years.

University of Minnesota.—Board of regents consists of the governor, the State superintendent of public instruction, and the president of the university, ex officio; nine members appointed by the governor and confirmed by the senate for terms of six years.

University of Mississippi.—Board of trustees consists of the governor and the State superintendent of education ex officio; fifteen members, one from each congressional district and two from the State at large, appointed by the governor and confirmed by the senate for terms of six years.

Mississippi Agricultural and Mechanical College.—Board of trustees consists of the governor and the State superintendent of education ex officio; nine members, a majority of whom shall be practical agriculturists or mechanics, appointed by the governor and confirmed by the senate for terms of six years. Trustees shall be ineligible to succeed themselves more than once.

Alcorn Agricultural and Mechanical College (Mississippi).—Board of trustees constituted like that of the Mississippi Agricultural and Mechanical College. (See above.)

University of the State of Missouri.—Board of curators consists of nine members, appointed by the governor and confirmed by the senate for terms of six years, three being appointed every two years. Not more than one member may be appointed from the same Congressional district.

University of Montana.—The governing body is the State board of education, which consists of the governor, the attorney-general, and the State superintendent of public instruction, ex officio, and eight members appointed by the governor and confirmed by the senate, two each year, for terms of four years.

Montana College of Agriculture and Mechanic Arts.—The general control is in the hands of the State board of education. (See under University of Montana.) The direct supervision is vested in an executive board of five members, one of whom is appointed yearly by the governor, subject to the approval of the State board of education.

University of Nebraska.—Board of regents consists of six members elected by popular vote, two biennially, for terms of six years.

Nevada State University.—Board of regents consists of three members elected by popular vote, the terms of two members expiring every two years. At each election one member is chosen for a term of two years and the other for a term of four years.

New Hampshire College of Agriculture and Mechanic Arts.—Board of trustees consists of the governor and the president of the college, ex officio; one member elected by the alumni for a term of three years; ten members appointed by the governor, with the advice of the council, one at least from each councilor district, and so classified and commissioned that the terms of three trustees shall become vacant annually. Not more than five of the trustees appointed by the governor and council shall belong to the same political party, and at least seven of them shall be practical farmers.

Rutgers Scientific School (New Jersey College of Agriculture and Mechanic Arts).—Under control of board of trustees of Rutgers College, which consists of the governor, the chief justice, and the attorney-general, ex officio; thirty-six members, of whom two-thirds must be communicants in the Reformed (Dutch) Church. The school is

under the supervision of a board of visitors consisting of two members from each Congressional district, appointed by the governor for a term of two years.

University of New Mexico.—Board of regents consists of the governor and the superintendent of public instruction, ex officio; five members appointed by the governor and confirmed by the legislature for terms of five years, the term of one member expiring each year.

New Mexico College of Agriculture and Mechanic Arts.—Board of regents constituted like that of the University of New Mexico. (See above.)

New Mexico School of Mines.—Board of trustees constituted like that of the University of New Mexico. (See above.)

Cornell University (New York State College of Agriculture and Mechanic Arts).—Board of trustees consists of the eldest male lineal descendant of Ezra Cornell, the president of the university, the governor, the lieutenant-governor, the speaker of the assembly, the State superintendent of public instruction, the commissioner of agriculture, the president of the State Agricultural Society, the librarian of Cornell Library, ex officio; twenty members elected by the board, four each year, for terms of five years; ten members elected by the alumni, two each year, for terms of five years.

University of North Carolina.—Board of trustees consists of the governor, ex officio, and eighty members elected by joint vote of the general assembly, twenty every two years, for terms of eight years.

North Carolina College of Agriculture and Mechanic Arts.—The governing body is the State board of agriculture, consisting of the commissioner of agriculture, ex officio, and one member from each Congressional district appointed by the governor and confirmed by the senate for a term of six years. The board of visitors consists of the president of the college and the commissioner of agriculture ex officio, and eleven members appointed by the governor for terms of six years. Their duty is to visit and inspect the college and make such recommendations to the board of agriculture as they may deem wise and beneficial.

Agricultural and Mechanical College for the Colored Race (North Carolina).—Board of trustees consists of fifteen members, one from each Congressional district and five from the State at large, elected by the general assembly for terms of six years.

University of North Dakota.—Board of trustees consists of five members, appointed by the governor and confirmed by the senate, for terms of four years.

North Dakota Agricultural College.—Board of trustees consists of seven members, appointed by the governor and confirmed by the senate, for terms of six years.

Ohio State University.—Board of trustees consists of seven members, appointed by the governor and confirmed by the senate, for terms of seven years, the term of one member expiring each year.

Ohio University.—Board of trustees consists of the governor and the president of the university, ex officio, and nineteen members appointed by the governor and confirmed by the senate.

University of Oklahoma.—Board of regents consists of the governor, ex officio, and five members appointed by the governor.

Oklahoma Agricultural and Mechanical College.—Board of regents consists of the governor, ex officio, and five members appointed by the governor, with the approval of the council, for a term of two years or until their successors are appointed.

Colored Agricultural and Normal University (Oklahoma).—Board of regents consists of the Territorial superintendent of public instruction and the Territorial treasurer, ex officio, and three members appointed by the governor.

University of Oregon.—Board of regents consists of nine members, appointed by the governor and confirmed by the senate.

Oregon State Agricultural College.—Board of regents consists of the governor, the secretary of state, the State superintendent of public instruction, and the master of

the State Grange, ex officio; nine members appointed by the governor and confirmed by the senate for terms of nine years.

Pennsylvania State College.—Board of trustees consists of the governor, the secretary of state, the president of the college, the president of the State Agricultural Society, the secretary of internal affairs, the adjutant-general, the State superintendent of public instruction, the president of Franklin Institute, and the secretary of the State Board of Agriculture, ex officio; three members elected, one annually by the alumni; twelve members elected, four annually by a body of electors composed of the executive committee of the Pennsylvania State Agricultural Society, the members of the Franklin Institute of Pennsylvania, three representatives duly chosen by each county agricultural society which shall have been organized at least three months preceding the time of election, and three representatives duly chosen by each association, not exceeding one in each county, which shall have for its principal object the promotion and encouragement of the mining and manufacturing interests of the Commonwealth and the mechanical and useful arts, and which shall, in like manner, have been organized at least three months preceding the time of election.

Rhode Island College of Agriculture and Mechanic Arts.—Board of managers consists of five members, appointed by the governor and confirmed by the senate, one each year, for terms of five years.

South Carolina College.—Board of trustees consists of the governor, the State superintendent of education, the chairman of senate committee on education, and the chairman of house of representatives committee on education, ex officio, and seven members elected by the State legislature.

Clemson Agricultural College (South Carolina).—Board of trustees consists of seven life members, originally designated by will, who have the right to fill all vacancies happening in their number, and six members elected by the State legislature.

Colored Normal, Industrial, Agricultural, and Mechanical College of South Carolina.—Board of trustees consists of the governor, ex officio, and six members elected by the State legislature, two every two years, for terms of six years.

University of South Dakota.—The general control is vested in a board known as the regents of education, composed of five members, appointed by the governor and confirmed by the senate for terms of six years.

South Dakota Agricultural College.—Same board controlling the University of South Dakota.

South Dakota School of Mines.—Same board controlling the University of South Dakota.

University of Tennessee.—Board of trustees consists of the governor, the secretary of state, and the State superintendent of public instruction, ex officio; thirty members elected by the board for life from the different Congressional districts and approved by the legislature. The president of the university is ex officio president of the board.

University of Texas.—Board of regents consists of eight members from different portions of the State appointed by the governor and confirmed by the senate, two every two years, for terms of eight years.

Agricultural and Mechanical College of Texas.—Board of directors consists of eight members from different portions of the State appointed by the governor for terms of six years.

University of Utah.—Board of regents consists of the president of the university ex officio, and eight members appointed by the governor for terms of four years.

Agricultural College of Utah.—Board of trustees consists of seven members appointed by the governor and confirmed by the senate for terms of four years.

University of Vermont and State Agricultural College.—Board of trustees consists of the governor and the president of the university ex officio; nine members who have the right to fill all vacancies arising in their number; nine members elected by the State legislature, three every two years, for terms of six years.

University of Virginia.—Board of visitors consists of nine members appointed by the governor and confirmed by the senate for terms of four years.

Virginia Agricultural and Mechanical College and Polytechnic Institute.—Board of visitors consists of the State superintendent of public instruction ex officio, and eight members appointed by the governor and confirmed by the senate, four every two years, for terms of four years.

University of Washington.—Board of regents consists of seven members appointed by the governor and confirmed by the senate for terms of six years.

Washington Agricultural College and School of Science.—Board of regents consists of five members appointed by the governor and confirmed by the senate for terms of six years. The governor is ex officio an advisory member of the board without the privilege of voting, and the president of the college is ex officio the secretary of the board.

West Virginia University.—Board of regents consists of nine members appointed by the governor and confirmed by the senate for terms of four years. Not more than six of the regents shall belong to the same political party.

University of Wisconsin.—Board of regents consists of the president of the university and the State superintendent of public instruction ex officio; one member from each Congressional district and two from the State at large appointed by the governor for terms of three years. At least one of the members must be a woman. The president is ex officio a member of all standing committees, but has no vote except in case of a tie.

University of Wyoming.—Board of trustees consists of the State superintendent of public instruction and the president of the university ex officio; nine members appointed by the governor and confirmed by the senate, three every two years, for terms of six years.

APPOINTMENT AND ADMISSION OF CADETS TO THE UNITED STATES MILITARY ACADEMY.

Prior to the year 1902 only candidates were admitted to the United States Military Academy who had passed a certain prescribed examination, the scope of which was fixed by section 1319 of the Revised Statutes of the United States, which provided as follows:

SEC. 1319. Appointees shall be examined under regulations to be prescribed from time to time by the Secretary of War before they shall be admitted to the Academy, and shall be well versed in reading, writing, and arithmetic, and to have a knowledge of the elements of English grammar, of descriptive geography, particularly that of the United States, and of the history of the United States.

By an act of Congress approved March 2, 1901, this provision of law was amended to read as follows:

SEC. 1319. Appointees shall be examined under regulations to be framed by the Secretary of War before they shall be admitted to the Academy, and shall be required to be well versed in such subjects as he may from time to time prescribe.

In accordance with the authority conferred by section 1319 as amended the requirements for admission to the Academy have been raised very materially, and in addition the certificates of certain high schools and colleges are now accepted for admission in lieu of the entrance examination. The system of accepting certificates went into effect in 1902, and the following memorandum published by the Academy shows in detail the class standing at the semiannual examination of the members of the first class at the Academy containing cadets admitted on certificate, thus permitting the class standing attained by such cadets to be compared with that of cadets admitted on examination.

UNIVERSITIES, COLLEGES, AND TECHNOLOGICAL SCHOOLS. 1361

WEST POINT, N. Y., January 3, 1903.

MEMORANDUM SHOWING THE STANDING OF CADETS OF THE FOURTH CLASS, AT THE SEMI-ANNUAL EXAMINATION, AND ALSO WHETHER EACH CADET WAS ADMITTED BY A CERTIFICATE OR BY UNDERGOING THE PRELIMINARY EXAMINATION.

Mathematics. English.

Average standing of those admitted by certificate..... 48 53
 Average standing of those not admitted by certificate..... 58 57

Standing in mathematics, fourth class, after examination, December, 1902.

No.	Name.	Admitted by certificate.		Remarks.	No.	Name.	Admitted by certificate.		Remarks.
		Yes.	No.				Yes.	No.	
1	Stcese.....	Yes.	.....	College.	56	Pennell.....	No.	.....	Preliminary examination.
2	Daley, E. L.....	Yes.	.....	High school.	57	Horsfall.....	Yes.	.....	College.
3	Downing.....	Yes.	.....	College.	58	Ganoe.....	Yes.	.....	Do.
4	Morrow.....	No.	.....	Preliminary examination.	59	Turner.....	No.	.....	Preliminary examination.
5	Terry.....	No.	.....	Do.	60	Clagett.....	No.	.....	Do.
6	Finch.....	Yes.	.....	High school.	61	Mathews.....	No.	.....	Do.
7	Frett.....	Yes.	.....	Do.	62	Thorpe.....	Yes.	.....	High school.
8	Loving.....	Yes.	.....	Do.	63	Lane, W. E.....	Yes.	.....	Do.
9	Huntley.....	Yes.	.....	College.	64	Hoyle.....	No.	.....	Preliminary examination.
10	De Armond.....	Yes.	.....	Do.	65	Sands.....	No.	.....	Do.
11	Bradshaw.....	No.	.....	Preliminary examination.	66	Manchester.....	No.	.....	Do.
12	Mettler.....	Yes.	.....	College.	67	Pratt, J. S.....	No.	.....	Do.
13	Williford.....	No.	.....	Preliminary examination.	68	Madigan.....	Yes.	.....	College.
14	Hetrick.....	Yes.	.....	College.	69	Strong, D. D.....	No.	.....	Preliminary examination.
15	Covell.....	Yes.	.....	Do.	70	Cook.....	No.	.....	Do.
16	McFarland, E.....	Yes.	.....	High school.	71	Homes, M. G.....	No.	.....	Do.
17	Donahue.....	Yes.	.....	Do.	72	Dalley, G. F. N.....	No.	.....	Do.
18	Torney.....	Yes.	.....	College.	73	Stevenson.....	No.	.....	Do.
19	Rockwell.....	Yes.	.....	Do.	74	Parr.....	No.	.....	Do.
20	Wainwright.....	Yes.	.....	Do.	75	Zimmerman.....	No.	.....	Do.
21	Smith, E. De L.....	No.	.....	Preliminary examination.	76	Kennerly.....	No.	.....	Do.
22	Green, J. A.....	Yes.	.....	College.	77	Jones, R. A.....	Yes.	.....	High school.
23	Humphreys.....	No.	.....	Preliminary examination.	78	Oates.....	No.	.....	Preliminary examination.
24	Calvo.....	(a)	(c)	Special act of Congress.	79	Davenport.....	Yes.	.....	High school.
25	Ardery.....	Yes.	.....	High school.	80	Converse.....	Yes.	.....	College.
26	Sturgill.....	Yes.	.....	College.	81	Thompson, M. H.....	Yes.	.....	Do.
27	Spurgin.....	Yes.	.....	Do.	82	Iley.....	No.	.....	Preliminary examination.
28	Parker, C.....	No.	.....	Preliminary examination.	83	Bonner.....	Yes.	.....	High school.
29	Andrews.....	No.	.....	Do.	84	Wheeler, W. R.....	Yes.	.....	Competitive examination.
30	Dickman.....	No.	.....	Do.	85	Robinson.....	No.	.....	Preliminary examination.
31	King.....	Yes.	.....	High school.	86	Paine.....	Yes.	.....	High school.
32	Wilhelm.....	Yes.	.....	Do.	87	Dalton.....	No.	.....	Preliminary examination.
33	Abraham.....	No.	.....	Preliminary examination.	88	Crafton.....	Yes.	.....	High school.
34	Byrd.....	No.	.....	Do.	89	Wolfe.....	Yes.	.....	College.
35	Johnson, W. A.....	No.	.....	Do.	90	Rose, W. W.....	No.	.....	Preliminary examination.
36	Burleson.....	No.	.....	Do.	91	Wessells.....	Yes.	.....	College.
37	Schwabe.....	No.	.....	Do.	92	Newbern.....	No.	.....	Preliminary examination.
38	Henderson.....	Yes.	.....	College.	93	Howard, W. A.....	No.	.....	Do.
39	Drain.....	No.	.....	Preliminary examination.	94	Boughton, R. L.....	Yes.	.....	High school.
40	Quekemeyer.....	Yes.	.....	College.	95	Campbell, R. N.....	No.	.....	Preliminary examination.
41	Chaffee.....	No.	.....	Preliminary examination.	96	Kieffer.....	No.	.....	Do.
42	Pelot.....	No.	.....	Do.	97	MacMillan.....	Yes.	.....	High school.
43	Minick.....	Yes.	.....	High school.	98	Akin.....	No.	.....	Preliminary examination.
44	Sneed.....	Yes.	.....	Do.	99	Watson, E. M.....	No.	.....	Do.
45	Olmstead.....	Yes.	.....	Do.	100	Garrison.....	Yes.	.....	High school.
46	Westover.....	Yes.	.....	Do.	101	Brooks.....	Yes.	.....	Do.
47	Wildrick.....	No.	.....	Preliminary examination.	102	Macfarlane, M.....	No.	.....	Preliminary examination.
48	Gillespie.....	No.	.....	Do.	103	Layfield.....	Yes.	.....	High school.
49	Maul.....	No.	.....	Do.	104	Miller, D. P.....	Yes.	.....	College.
50	White, R. C.....	Yes.	.....	College.	Def.	Crosby.....	Yes.	.....	Do.
51	Riley, J. W.....	Yes.	.....	Do.	Def.	Fredendall.....	No.	.....	Preliminary examination.
52	Gatewood.....	No.	.....	Preliminary examination.	Def.	Griffith.....	Yes.	.....	College.
53	Savage.....	Yes.	.....	High school.					
54	Waring.....	No.	.....	Preliminary examination.					
55	Fox.....	Yes.	.....	College.					

^a Foreigner.

Standing in English, fourth class, after examination, December, 1902.

No.	Name.	Admitted by certificate.		Remarks.	No.	Name.	Admitted by certificate.		Remarks.
		Yes.	No.				Yes.	No.	
1	Steele	Yes.	.....	College.	54	Layfield	Yes.	.....	High school.
2	Smith, E. De L.	No.	.....	Preliminary examination.	55	Torney	Yes.	.....	College.
3	Hetrick	Yes.	.....	College.	56	Olmstead	Yes.	.....	High school.
4	Robinson	No.	.....	Preliminary examination.	57	Fox	Yes.	.....	College.
5	Riley, J. W.	Yes.	.....	College.	58	Thorpe	Yes.	.....	High school.
6	Terry	No.	.....	Preliminary examination.	59	Dickman	No.	.....	Preliminary examination.
7	Donahue	Yes.	.....	High school.	60	Sands	No.	.....	Do.
8	Loving	Yes.	.....	Do.	61	Frendall	No.	.....	Do.
9	Daley, E. L.	Yes.	.....	Do.	62	MacMillan	Yes.	.....	High school.
10	Mettler	Yes.	.....	College.	63	Wessells	Yes.	.....	College.
11	Finch	Yes.	.....	High school.	64	Maul	No.	.....	Preliminary examination.
12	Henderson	Yes.	.....	College.	65	Clagett	No.	.....	Do.
13	Brett	Yes.	.....	High school.	66	Madigan	Yes.	.....	College.
14	Kennerly	No.	.....	Preliminary examination.	67	Manchester	No.	.....	Preliminary examination.
15	Rockwell	Yes.	.....	College.	68	Burleson	No.	.....	Do.
16	Ardery	Yes.	.....	High school.	69	Green, J. A.	Yes.	.....	College.
17	McFarland, E.	Yes.	.....	Do.	70	Boughton, R. L.	Yes.	.....	High school.
18	Johnson, W. A.	No.	.....	Preliminary examination.	71	Andrews	No.	.....	Preliminary examination.
19	Ganoe	Yes.	.....	College.	72	Sneed	Yes.	.....	High school.
20	Parr	No.	.....	Preliminary examination.	73	Huntley	Yes.	.....	College.
21	Bradshaw	No.	.....	Do.	74	King	Yes.	.....	High school.
22	Minick	Yes.	.....	High school.	75	Wainwright	Yes.	.....	College.
23	Sturgill	Yes.	.....	College.	76	Thompson, M. H.	Yes.	.....	Do.
24	Calvo	(a)	(a)	Special act of Congress.	77	Campbell, R. N.	No.	.....	Preliminary examination.
25	Zimmerman	No.	.....	Preliminary examination.	78	Brooks	Yes.	.....	High school.
26	Pelot	No.	.....	Do.	79	Spurgin	Yes.	.....	College.
27	Williford	No.	.....	Do.	80	Dailey, G. F. N.	No.	.....	Preliminary examination.
28	Mathews	No.	.....	Do.	81	Cook	No.	.....	Do.
29	Waring	No.	.....	Do.	82	Davenport	Yes.	.....	High school.
30	Gatewood	No.	.....	Do.	83	Byrd	No.	.....	Preliminary examination.
31	Downing	Yes.	.....	College.	84	Akin	No.	.....	Do.
32	Howard, W. A.	No.	.....	Preliminary examination.	85	Kieffer	No.	.....	Do.
33	Converse	Yes.	.....	College.	86	Wolfe	Yes.	.....	College.
34	Chaffee	No.	.....	Preliminary examination.	87	Hoyle	No.	.....	Preliminary examination.
35	Wheeler, W. R.	Yes.	.....	Competitive examination.	88	Heyde	No.	.....	Do.
36	Morrow	No.	.....	Preliminary examination.	89	Covell	Yes.	.....	College.
37	Parker, C	No.	.....	Do.	90	Strong, D. D.	No.	.....	Preliminary examination.
38	Savage	Yes.	.....	High school.	91	Homes, M. G.	No.	.....	Do.
39	Drain	No.	.....	Preliminary examination.	92	Stevenson	No.	.....	Do.
40	Horsfall	Yes.	.....	College.	93	Pennell	No.	.....	Do.
41	Quekemeyer	Yes.	.....	Do.	94	Pratt, J. S.	No.	.....	Do.
42	Oates	No.	.....	Preliminary examination.	95	Rose, W. P.	No.	.....	Do.
43	Wildrick	No.	.....	Do.	96	Miller, D. W.	Yes.	.....	College.
44	Crafton	Yes.	.....	High school.	97	Wilhelm	Yes.	.....	High school.
45	Bonner	Yes.	.....	Do.	98	Griffith	Yes.	.....	College.
46	Westover	Yes.	.....	Do.	99	Garrison	Yes.	.....	High school.
47	Humphreys	No.	.....	Preliminary examination.	100	Dalton	No.	.....	Preliminary examination.
48	Lane, W. E.	Yes.	.....	High school.	101	Jones, R. A.	Yes.	.....	High school.
49	Abraham	No.	.....	Preliminary examination.	102	Paine	Yes.	.....	Do.
50	Schwabe	No.	.....	Do.	103	Macfarlane, M.	No.	.....	Preliminary examination.
51	Turner	No.	.....	Do.	104	Watson, E. M.	No.	.....	Do.
52	Gillespie	No.	.....	Do.	105	White, R. C.	Yes.	.....	College.
53	De Armond	Yes.	.....	College.	106	Lockett	Yes.	.....	Do.
					107	Crosby	Yes.	.....	Do.
					108	Newbern	No.	.....	Preliminary examination.

a Foreigner.

Statistics relative to the fourth class at its first semiannual examination.

Year entered.	Number in fourth class Sept. 1.	Number resigning 30 days or less before semiannual examination.	Number left at examination.	Deficient in mathematics.		Deficient in English.		Total number deficient in both studies.
				Number.	Per cent.	Number.	Per cent.	
1898	99	0	98	6	6	1	1	7
1899	143	0	137	11	8	0	0	8
1900	169	3	166	15	9	5	3	12
1901	158	3	155	15	9½	10	6½	16
1902	112	4	107	3	3	0	0	3

Cadets who resigned from fourth class before examination.

Name.	Admitted by certificate.		Remarks.
	Yes.	No.	
Bell	Yes	.....	College.
Gill .....	.....	No	Preliminary examination.
Holmes, R. W.	Yes	.....	High school.
Hyatt	Yes	.....	College.
Lanigan .....	.....	No	Preliminary examination.
Lockett	Yes	.....	College.
Merrill	Yes	.....	Do.
Price .....	.....	No	Preliminary examination.
Watson, J. A. ....	.....	No	Do.

The following information concerning the appointment and admission of cadets is taken from the Official Register of the Officers and Cadets of the United States Military Academy, June, 1902.

APPOINTMENTS.

How made.—Each Congressional district and Territory, also the District of Columbia and Porto Rico, is entitled to have one cadet at the Academy. Each State is also entitled to have 2 cadets from the State at large, and 40 are appointed from the United States at large. The appointment from a Congressional district is made upon the recommendation of the Congressman from that district, and those from a State at large upon the recommendations of the Senators of the State. Similarly the appointment from a Territory is made upon the recommendation of the Delegate in Congress. Each person appointed must be an actual resident of the State, district, or Territory from which the appointment is made.

The appointments from the United States at large, from the District of Columbia, and from Porto Rico are made by the President of the United States upon his own selection.

Manner of making applications.—Applications may be made at any time, by letter to the Adjutant-General, U. S. Army, Washington, D. C., to have the name of the applicant placed upon the register that it may be furnished to the proper Senator, Representative, or Delegate, when a vacancy occurs. The application must exhibit the full name, date of birth, and permanent abode of the applicant, with the number of the Congressional district in which his residence is situated.

Date of appointments.—Appointments are required by law to be made one year in advance of the date of admission, except in cases where, by reason of death or other cause, a vacancy occurs which can not be provided for by such appointment in advance. These vacancies are filled in time for the next examination.

Alternates.—For each candidate appointed there may be nominated two alternates. Each of the alternates will receive from the War Department a letter of appointment, and must appear for examination at the time and place therein designated; those previously accepted by academic board on certificate or mentally qualified appearing for physical examination only.

The fitness for admission to the Academy of the principal and the alternates will be determined as prescribed in paragraphs 20, 21, and 21½, Regulations U. S. Military Academy, given below.

Should the principal and alternates not qualify for admission under the provisions of paragraph 21½, they will still be entitled to appear for the examination prescribed in paragraph 20; but if the principal fails to appear for that examination or, appearing, fails to qualify, then the qualifications of the alternates will be considered and if only one has met the requirements he will be admitted; if both alternates have met the requirements the better qualified will be admitted.

Alternates will not be permitted to submit papers or certificates except as prescribed in paragraph 21½ nor appear for examination except as prescribed in paragraph 20.

The alternates, like the principal, should be designated as nearly one year in advance of the date of admission as possible.

ADMISSION OF CANDIDATES.

The following are the regulations of the Military Academy relating to the examination of candidates for admission and will be strictly adhered to:

20. Candidates selected for appointment, unless accepted under the provisions of paragraph 21½, shall appear for mental and physical examination before boards of army officers to be convened at such places as the War Department may select, on the 1st of May, annually, except when that day comes on Sunday, in which case the examination shall commence on the following Tuesday. Candidates who pass successfully will be admitted to the Academy without further examination upon reporting in person to the superintendent at West Point before 12 o'clock noon on the 15th day of June of the same year.

No candidate shall be examined at any other time unless prevented from presenting himself at the May examination by sickness or other unavoidable cause, in which case he shall report to the superintendent at West Point before 12 o'clock noon on the 12th day of June of the same year.

21. Each candidate before he shall be admitted to the Academy as a cadet must show, by the examination provided for in paragraph 20 or by the methods prescribed in paragraph 21½, that he is well versed in the following prescribed subjects, viz, reading, writing, spelling, English grammar, English composition, English literature, arithmetic, algebra through quadratic equations, plane geometry, descriptive geography, and the elements of physical geography, especially the geography of the United States, United States history, the outlines of general history, and the general principles of physiology and hygiene.

Candidates may be examined either orally or in writing, and no rejected candidate may be reexamined except upon the recommendation of the academic board.

21½. The academic board will consider and may accept in lieu of the regular mental entrance examination:

First. The properly attested examination papers of a candidate who receives his appointment through a public competitive written examination covering the range of subjects prescribed in paragraph 21.

Second. The properly attested certificate of graduation from a public high school or a state normal school in which the course of study, together with the requirements for entrance, shall cover the range of subjects prescribed in paragraph 21.

Third. A properly attested certificate that the candidate is a regular student of any incorporated college or university, without condition as to any subject mentioned in paragraph 21.

Application for consideration of papers or certificates shall be made by each candidate and alternate immediately after he receives his appointment.^a No application will be received after March 15 preceding the regular examination prescribed in paragraph 20.

Candidates accepted as qualified mentally under the provisions of this paragraph shall appear for physical examination at the time and place designated in their letters of appointment.

Immediately after reporting to the superintendent for admission, and before receiving his warrant of appointment, the candidate is required to sign an engagement for service in the following form, and in the presence of the superintendent, or of some officer deputed by him:

"I, _____, of the State (or Territory) of _____, aged _____ years _____ months, do hereby engage (with the consent of my parent or guardian) that, from the date of my admission as a cadet of the United States Military Academy, I will serve in the Army of the United States for eight years, unless sooner discharged by competent authority."

In the presence of _____

^aApplications for blank forms for preparing the above certificates should be addressed to the Adjutant, U. S. Military Academy, West Point, N. Y.

The candidate is then required to take and subscribe an oath or affirmation in the following form:

"I, ———, do solemnly swear that I will support the Constitution of the United States, and bear true allegiance to the National Government; that I will maintain and defend the sovereignty of the United States, paramount to any and all allegiance, sovereignty, or fealty I may owe to any State or country whatsoever; and that I will at all times obey the legal orders of my superior officers, and the rules and articles governing the Armies of the United States."

Sworn and subscribed at ——— this ——— day of ———, nineteen hundred and ———, before me.

Qualifications.—No candidate shall be admitted who is under 17, or over 22 years of age, or who is deformed, or afflicted with any disease or infirmity which would render him unfit for the military service, or who has, at the time of presenting himself, any disorder of an infectious or immoral character. Accepted candidates if between 17 and 18 years of age should not fall below 5 feet 3 inches in height and 100 pounds in weight; if between 18 and 19 years, 5 feet 3½ inches in height and 105 pounds in weight; if over 19, 5 feet 4 inches in height and 110 pounds in weight. Candidates must be unmarried.

Each candidate must on reporting at West Point present a certificate showing successful vaccination within one year; or a certificate of two vaccinations, made at least a month apart, within three months.

NOTE.—Candidates are eligible for admission from the day they are 17 until the day they become 22 years of age, on which latter day they are not eligible.

There being no provision whatever for the payment of the traveling expenses of candidates who fail to enter, no candidate should fail to provide himself in advance with the means of returning to his home, in case he fails to enter.

It is suggested to all candidates for admission to the Military Academy that, before leaving their places of residence for the place of examination, they should cause themselves to be thoroughly examined by a competent physician, and by a teacher or instructor in good standing. By such an examination any serious physical disqualification or deficiency in mental preparation would be revealed.

It should be understood that the informal examination herein recommended is solely for the convenience and benefit of the candidate himself, and can in no manner affect the decision of the academic and medical examining boards.

The use of tobacco in any form by cadets is prohibited.

CHARACTER OF EXAMINATIONS.

PHYSICAL EXAMINATION.

Every candidate is subjected to a rigid physical examination, and if there is found to exist in him any of the following causes of disqualification to such a degree as would immediately or at no very distant period impair his efficiency he is rejected:

1. Feeble constitution; unsound health from whatever cause; indications of former disease, glandular swellings, or other symptoms of scrofula.
2. Chronic cutaneous affections, especially of the scalp.
3. Severe injuries of the bones of the head; convulsions.
4. Impaired vision, from whatever cause; inflammatory affections of the eyelids; immobility or irregularity of the iris; fistula lachrymalis, etc.
5. Deafness; copious discharge from the ears.
6. Loss of many teeth, or the teeth generally unsound.
7. Impediment of speech.
8. Want of due capacity of the chest, and any other indication of a liability to a pulmonic disease.
9. Impaired or inadequate efficiency of one or both of the superior extremities on account of fractures especially of the clavicle, contraction of a joint, deformity, etc.
10. An unusual excurvature or incurvature of the spine.
11. Hernia.
12. A varicose state of the veins of the scrotum or spermatic cord (when large), hydrocele, hemorrhoids, fistulas.
13. Impaired or inadequate efficiency of one or both of the inferior extremities on account of varicose veins, fractures, malformation (flat feet, etc.), lameness, contraction, unequal length, bunions, overlying or supernumerary toes, etc.
14. Ulcers, or unsound cicatrices of ulcers likely to break out afresh.

MENTAL EXAMINATION.

Reading.—In reading, candidates must be able to read understandingly, and with proper accent and emphasis. They will be required, if called upon, to define intelligently the leading words of the text read.

Writing and spelling.—In writing and spelling they must be able, from dictation, to write legibly, neatly, rapidly, and correctly, sentences from standard pieces of English literature, both prose and poetry, sufficient in number to test their qualifications both in handwriting and in spelling. In punctuation and capitals they must be familiar with the rules for punctuation and for the use of capitals. In order to test their knowledge, sentences will be given for correction, or for this purpose a theme may be required of the candidate.

The following specimens are from a recent examination in this subject:

There was no pursuit, though the sun was still high in the Heaven when William crossed the Gette. The conquerors were so much exhausted by marching and fighting that they could scarcely move; and the horses were in even worse condition than the men. Their general thought it necessary to allow some time for rest and refreshment. The French nobles unloaded their sumpter horses, supped gaily, and pledged one another in champagne amidst the heaps of dead; and, when night fell, whole brigades gladly lay down to sleep in their ranks on the field of battle. The inactivity of Luxemburg did not escape censure. None could deny that he had in the action shown great skill and energy. But some complained that he wanted patience and perseverance. Others whispered that he had no wish to bring to an end a war which made him necessary to a court where he had never, in time of peace, found favor or even justice. Lewis, who on this occasion was perhaps not altogether free from some emotions of jealousy, contrived, it was reported, to mingle with the praise which he bestowed on his lieutenant blame which, though delicately expressed, was perfectly intelligible.

And what is home and where, but with the loving?
Happy thou art, that so canst gaze on thine!
My spirit feels but, in its weary roving,
That with the dead, where'er they be, is mine.

Go to thy home, rejoicing son and brother!
Bear in fresh gladness to the household scene!
For me, too, watch the sister and the mother,
I will believe—but dark seas roll between.

- | | | | |
|-------------------|-----------------|-----------------|-------------------|
| 1. Abdicate. | 7. Bachelor. | 13. Imperative. | 19. Presbyterian. |
| 2. Abutted. | 8. Compass. | 14. Kerosene. | 20. Raisin. |
| 3. Accessibility. | 9. Derelict. | 15. Mnemonics. | 21. Salad. |
| 4. Acclivity. | 10. Despondent. | 16. Neuter. | 22. Tidiness. |
| 5. Accosted. | 11. Disperse. | 17. Orally. | 23. Triple. |
| 6. Acme. | 12. Erase. | 18. Preference. | 24. Villain. |

Arithmetic.—Candidates must possess such a complete knowledge of arithmetic as will enable them to pursue the study of such branches of mathematics as are taught at the U. S. Military Academy. They will be subject to examination only in that part of arithmetic which relates to denominate numbers, the processes of common and decimal fractions, the greatest common divisor of numbers and the least common multiple of numbers.

The following are typical questions:

- Reduce $5\frac{1}{2} + \frac{7\frac{1}{2}}{0.5} - 0.725$
 $\frac{4+3.45}{2\frac{1}{2}}$ to an equivalent decimal.
- Multiply .0578 by $4\frac{1}{2}$.
- Change .013 to an equivalent fraction whose denominator is 135.
- Deduce a method for finding the greatest common divisor of any two integers which cannot readily be factored.
- Find the greatest common divisor of $26\frac{1}{2}$, $28\frac{1}{2}$ and $29\frac{1}{2}$.
- How many men would be required to cultivate a field of $2\frac{1}{2}$ acres in $5\frac{1}{2}$ days of 10 hours each, if each man completed 77 square yards in 9 hours.
- 5 cubic feet of gold weigh 95.20 times as much as a cubic foot of water; and 2 cubic feet of copper weigh 13 times as much as a cubic foot of water; how many cubic inches of copper will weigh as much as $\frac{1}{5}$ of a cubic inch of gold?
- English shillings are coined from a metal which contains 37 parts of silver to 3 parts of alloy; 1 pound of this metal is coined into 63 shillings. The United States silver dollar weighs 412.5 grains, and consists of 9 parts silver to 1 part of alloy. What fraction of the United States dollar will contain the same amount of silver as 1 English shilling?
- What is the difference in grains between $42\frac{1}{2}$ pounds avoirdupois and 42.375 pounds troy?

Algebra.—Candidates will be required to pass a satisfactory examination in that portion of algebra which includes the following range of subjects: Definitions and notation; the fundamental laws; the fundamental operations, viz: Addition, subtraction, multiplication, and division; factoring; highest common factor; lowest common multiple; fractions simple and complex; simple, or linear, equations with one unknown quantity; simultaneous simple, or linear, equations with two or more unknown quantities; involution, including the formation of the squares and cubes of polynomials; evolution, including the extraction of the square and cube roots of polynomials and of numbers; theory of exponents; radicals, including reduction and fundamental operations, rationalization, square roots of binomial surds, equations involving radicals, and imaginary quantities; quadratic equations; equations of quadratic form; simultaneous quadratic equations; ratio and proportion; arithmetical and geometrical progressions. Candidates will be required to solve problems involving any of the principles or methods contained in the above subjects.

The following are typical questions:

- Enunciate the Commutative Law, the Distributive Law, the Associative Law.
- What is a homogenous algebraic expression? Give example.
- Remove brackets from $a - [5b - \{a - (3c - 3b) + 2c - (a - 2b - 2c)\}]$.

Find *L. C. M.* of $6(a^3-b^3)(a-b)^2$, $9(a^4-b^4)(a-b)^2$ and $12(a^2-b^2)^3$.
 Deduce the condition that the roots of the quadratic equation $ax^2+bx+c=0$ shall be equal, equal numerically with opposite signs, real, imaginary, rational.

A hare is eighty of her own leaps before a grayhound; she takes three leaps for every two that he takes, but he covers as much ground in one leap as she does in two. How many leaps will the hare have taken before she is caught?

A and B run a race, their rates of running being as 17 to 18. A runs $2\frac{1}{2}$ miles in 16 minutes 48 seconds, and B runs the entire distance in 34 minutes. What was the entire distance?

A and B can do a piece of work in 4 hours, A and C in $3\frac{2}{3}$ hours, B and C in $5\frac{1}{4}$ hours. In what time can A do it alone?

A gun is fired 36 times before a second gun begins, after which the first is fired 8 times while the second is fired 7 times; but the second requires the same amount of powder for 3 shots that the first requires for 4. When both guns have used up the same amount of powder, how many shots have been fired from each?

A, B, C, and D, working one at a time do a certain work in 130 days. A gets 42 cents, B gets 45 cents, C gets 48 cents, and D gets 50 cents for each day's work. Each received the same amount. How many days did each work?

Having 300 barrels of flour worth \$7.50 per barrel, and 800 barrels worth \$7.80 per barrel, and 400 barrels worth \$7.65 per barrel, how many more barrels of flour at \$8.00 and \$8.50 per barrel will make 2000 barrels worth \$7.85 a barrel?

$$\text{Solve } \left. \begin{array}{l} x + \frac{3}{y} = \frac{7}{2} \\ 3x - \frac{2}{y} = \frac{26}{3} \end{array} \right\}$$

There is a number which consists of two digits, such that if we divide the number by the product of its digits we obtain a quotient 5 and a remainder 2, but if we invert the order of the digits and divide the resulting number by the product of its digits we obtain a quotient 2 and remainder 5. Required the number.

$$\begin{aligned} \text{Solve } & \left. \begin{array}{l} 2y^2 - 4xy + 3x^2 = 17 \\ y^2 - x^2 = 16 \end{array} \right\} \\ \text{Simplify } & \frac{(3+1\sqrt{3})(3+1\sqrt{5})(1\sqrt{5}-2)}{(5-\sqrt{5})(1+1\sqrt{3})} \\ \text{Solve } & \sqrt{2x+7} + \sqrt{3x-18} = \sqrt{7x+1} \end{aligned}$$

Find the geometrical progression whose sum to infinity is $4\frac{1}{4}$ and whose second term is -2 .

Plane geometry.—Candidates will be required to give accurate definitions of the terms used in plane geometry, to demonstrate any proposition of plane geometry as given in the ordinary text-books and to solve simple geometrical problems either by a construction or by an application of algebra.

The following are typical questions:

Name and define the different kinds of triangles; of quadrilaterals.

Prove that, if a perpendicular is drawn to a given straight line at its middle point: 1st. Any point of the perpendicular is equally distant from the extremities of the line; 2d. Any point without the perpendicular is unequally distant from the extremities.

Show that, if through the middle point of one of the sides of a triangle a line be drawn parallel to the base, it will bisect the second side and the part intercepted will be equal to one-half the base.

What number of sides has the polygon, the sum of whose angles is twenty-six right angles?

To draw a common tangent to two given circles.

Find the locus of the middle points of all chords of a circle equal in length to a given line.

Find the locus of the middle points of all chords of a circle passing through a given point within the circle.

Prove that, through three points not in the same straight line, one circumference may always be made to pass, and but one.

Prove that the square described on the hypotenuse of a right angled triangle is equivalent to the sum of the squares described on the other two sides.

Given the side of an equilateral triangle equal to 10 feet; find its area.

Define "limit of a variable." Illustrate by an example.

Prove that the area of a circle is equal to the product of its circumference by half the radius.

Angles at the centres of equal circles are proportional to what? Angles at the centres of unequal circles are proportional to what? Define the unit angle or radian.

The regular inscribed hexagon is double the equilateral triangle inscribed in the same circle, and one-half of the circumscribed equilateral triangle.

English grammar.—Candidates must have a good knowledge of English grammar; they must be able to define the terms used therein; to define the parts of speech; to give inflections, including declension, conjugation, and comparison; to give the corresponding masculine and feminine gender nouns; to give and apply the ordinary rules of syntax.

They must be able to parse correctly any ordinary sentence, giving the subject of each verb, the governing word of each objective case, the word for which each pronoun stands or to which it refers, the words between which each preposition shows the relation, precisely what each conjunction and each relative pronoun connects, what each adjective and adverb qualifies or limits, the construction of each infinitive, and generally to show a good knowledge of the function of each word in the sentence.

They must be able to correct in sentences or extracts any ordinary grammatical errors.

It is not required that any particular text-book shall be followed; but the definitions, parsing, and corrections must be in accordance with good usage and common sense.

The following questions were used at a recent examination:

- I. Give the principal parts (present tense, past tense, and past participle) of the following verbs: 1, choose; 2, crow; 3, freeze; 4, slay; 5, stick; 6, fly; 7, sit; 8 burst.
 - II. Write the plurals of the following words: 1, motto; 2, fairy; 3, money; 4, belief; 5, axis; 6, synopsis; 7, man-of-war; 8, Norman; 9, M.
 - III. Write the feminine forms of the following words: 1, hero; 2, mankind; 3, murderer; 4, testator; 5, priest; 6, ambassador; 7, Englishman; 8, poet; 9, emperor.
 - IV. Write the possessive case of the following words: 1, men; 2, I; 3, it; 4, boys; 5, they; 6, prince; 7, King John; 8, King of Italy; 9, Henry the Fourth.
- Define the following: 1, personal pronoun; 2, preposition.
 Parse the words in italics in the following sentence:
Other things being equal, it is obvious that the writer who has most words to choose from is most likely to find in his assortment just the word which he needs at a given moment.
 Correct all the errors in the following sentences:
1. It was not her that did it.
 2. Who do you take him to be?
 3. He surely don't expect me to do it.
 4. Neither by you nor he was it considered necessary.
 5. Each have their own faults.
 6. How do you know when its coming?
 7. I should not have asked like you did for twice the money.
 8. Are either of these places marked on the map?
 9. Two fatal errors underlaid his theory.
 10. Except you go with me, I shall stay at home.
 11. You or he is in the wrong.
 12. Here comes Smith and two other men.

In English composition and English literature.—Candidates must have a fair knowledge of the general principles and leading rules of composition. Their knowledge will be tested by the correction of errors in the selection and right use of words, of errors in the construction of sentences, by their proficiency in variety of expression, and by their ability to write a letter in the correct form.

They must have a fair knowledge of the names of the most prominent American and English authors and the names of their principal works.

Questions similar to the following are likely to be used:

Indicate the errors in the selection and use of words in the following sentences by underscoring the errors and writing the correct word above the incorrect:

1. He had exceptionable opportunities for learning the language.
2. A century transpired before it was revisited.
3. King Edward VII replaced Queen Victoria on the throne of England.
4. I was continually aggravated by his conduct.
5. There were not less than twenty persons present.

Correct the following errors in construction of sentences:

1. The teacher should repress the practice of throwing stones, as far as possible.
2. The French having nearly lost 5,000 men, became discouraged.
3. The picture of the king hung on the wall behind the door, covered with a cloth.
4. He made no petition, though he did not like the new representative quite as well as his colleagues.
5. He did not pretend to abolish French music but only to cultivate it.

For variety, change the following sentences into another correct form and still keep the same meaning:

1. If that be granted, the rest is easily proved.
2. We hope we shall have the pleasure of seeing you.
3. A man that has little sense is seldom aware of the fact.
4. He was the first that entered.
5. His disease was one that can not be cured.

Write the following letter in proper form to Charles Smith, at 2121 Mount Vernon avenue, Baltimore, Maryland, giving proper address and complimentary conclusion:

March 2 1900 Philadelphia pa 8131 Eighth street

by this mail I send you two copies of the book ordered by you the 13th ultimo hoping they will
 prove satisfactory hamlin and Co.

What author wrote: 1, Gulliver's Travels; 2, Macbeth; 3, Pilgrim's Progress; 4, Childe Harold?
 Name one work of each of the following authors: 1, Tennyson; 2, Hawthorne; 3, Milton; 4, Spenser.

Geography.—Candidates will be required to pass a satisfactory examination in descriptive geography and the elements of physical geography. A preponderance of weight is attached to a knowledge of the geography of the United States.

In descriptive geography of the United States, candidates should be thoroughly informed as to its general features and boundaries (both with respect to neighboring countries, and latitude and longitude); its adjacent oceans, seas, bays, gulfs, sounds, straits, and islands; its lakes, the location and extent of its mountain ranges; the sources, directions, and terminations of the important rivers, the names of their principal tributaries, and at what points, if any, these rivers break through highlands on their way to the ocean; the water routes of communication from one part of the country to another; the location and termination of important railroad lines; the

boundaries of the several States and Territories and their order along the coasts, frontiers, and principal rivers; the locations and boundaries of the island possessions; and the names and locations of the capitals and other important cities of the several States, Territories, and island possessions.

In short, the knowledge should be so complete that a clear mental picture of the whole of the United States is impressed on the mind of the candidate.

In descriptive geography of other countries, candidates should be familiar with the continental areas and grand divisions of the water of the earth's surface; the large bodies of water which in part or wholly surround the grand divisions of the land; the capes, from what parts they project and into what waters, the principal peninsulas, location, and by what waters embraced; the parts connected by an isthmus; the principal islands, location, and surrounding waters; the seas, gulfs, and bays, the coasts they indent, and the waters to which they are subordinate; the straits, the lands they separate, and the waters they connect; the location of the principal lakes; the locations, boundaries, capitals, and principal cities of the political divisions of the world.

In physical geography, candidates should be familiar with the relief of the earth's surface, the principal mountain systems, the river systems and watersheds; the coastal and lake plains; and the influence of climate, soil, mineral deposits, and other physical features on the resources, industries, commercial relations, and development of a country and its people, especially of the United States.

The following questions were used at a recent examination:

1. Name the bodies of water surrounding Europe.
2. Where is: 1 Cape St. Vincent; 2, Cape Corrientes; 3, Cape Matapan; 4, Cape Lopez; 5, Cape Comorin; 6, Cape York?
3. Name in order the political divisions of South America which border on the Pacific Ocean and the capital of each.
4. Locate definitely the following islands: 1, Mauritius; 2, Tasmania; 3, Formosa; 4, New Zealand; 5, Madeira; 6, Falkland; to what country does each belong?
5. Where are the gulfs of: 1, Bothnia; 2, Guinea; 3, Paria; 4, Salonica; 5, Pechili?
6. What lands are separated and what waters connected by: 1, Torres Strait; 2, Hudson Strait; 3, Strait of Malacca?
7. Bound Italy; name its capital, largest river, and principal mountain range.
8. Locate definitely the following cities: 1, Vienna; 2, Nankin; 3, Cork; 4, Tunis; 5, Montevideo; 6, Batavia; 7, Suez; 8, Pretoria.
9. Name in order the waters traversed in sailing from Liverpool, England, to Hongkong, China.
10. A considerable portion of the boundary line of the United States is along what parallel?
11. Locate definitely the following: 1, Flatland Lake; 2, Sabine Pass; 3, Black Hills; 4, Sebago Lake; 5, Cape Lookout; 6, Montauk Point; 7, Wichita Mountains; 8, Lingayen Bay.
12. The meridian of Minneapolis passes through what States?
13. Name the principal rivers that drain Pennsylvania; where do they rise, at what points do they leave the State, and at what points, if any, do they break through highlands?
14. Name all the waters traversed in going by the two commercial water routes from Duluth to the Atlantic Ocean.
15. Name the principal ranges of mountains crossed in going by rail from New York to San Francisco; state the rail route assumed to be traveled.
16. Bound precisely the following States and Territories: 1, Montana; 2, Arizona; 3, Arkansas; 4, Wisconsin; 5, Pennsylvania; 6, Georgia. (In bounding, all contiguous States must be mentioned as well as rivers, mountain ranges, etc.)
17. Name the States west of the Mississippi River drained wholly or in part by it or its tributaries, and give the capital of each.
18. Locate accurately the following cities: 1, Austin; 2, Pensacola; 3, Asheville; 4, Winchester; 5, Allegheny; 6, Iloilo; 7, Oswego; 8, Pasadena; 9, Guthrie; 10, Detroit.
19. Going by water from New Orleans, La., to Pittsburg, Pa., what States would you pass on the left?
20. How may large islands are there in the Hawaiian group? Which is the largest? Which is the most important?
21. Going westward on the thirty-fifth parallel of north latitude, from near Newberne, N. C., what States and large rivers would be crossed?
22. Describe the chief mountain system of the Eastern Hemisphere, and state what island chains of Asia abound in volcanoes.
23. What are the great river systems of South America? Where are the principal coastal plains?
24. What are the qualifications of a good harbor? Name three of the best harbors on the Atlantic coast; one on the Pacific coast.
25. What has made the Middle Atlantic States the principal commercial section of the United States?

History.—The candidate will be required to be familiar with so much of the history of the United States and the outlines of general history as is contained in the ordinary school histories.

In history of the United States, the examination will include questions concerning early discoveries and settlements; the forms of government in the colonies; the causes, leading events, and results of wars; and prominent events in the history of our Government since its foundation.

In general history, candidates must have a fair knowledge of the general outlines of the history of the following nations: Egyptian, Assyrian, Babylonian, Persian, Grecian, and Roman; and of the mediæval and modern history of the European nations.

The following questions show the character of the examination in United States history and in general history:

1. What explorations or discoveries did each of the following-named persons make? Give the date in each case. *a.* De Narvaez. *b.* Coronado. *c.* Marquette. *d.* La Salle.
2. Name three colonies that were founded for religious reasons and give the sect or denomination by which each was colonized.
3. Who were the Pilgrims?
4. When, and under what circumstances, was Delaware separated from Pennsylvania?
5. Give an account of Bacon's Rebellion.
6. When and where did each of the following events occur? *a.* Meeting of the first Colonial Congress. *b.* Burgoyne's surrender. *c.* Arnold's treason.
7. Name some important results of each of the following battles of the Revolutionary war: *a.* Long Island. *b.* Trenton. *c.* Brandywine.
8. Name four additions to the Territory of the United States since the Revolutionary war, and give the way each has been acquired.
9. Bound the territory of the United States at the close of the Revolutionary war.
10. What was the "Massacre of Wyoming?"
11. When, where, and for what purpose did the Constitutional Convention meet? What resulted from its deliberations?
12. What was the "Whiskey insurrection?"
13. What were the "Alien and sedition" laws? What was their effect?
14. When and where was the last battle of the war of 1812 fought? Name the commanders on each side.
15. What were the two principal political parties in 1860? Their candidates for the Presidency? Their leading doctrines on the slavery question? Parties. Candidates. Principles.
16. With what foreign nations had the United States unfriendly relations during and at the close of the civil war? Give the cause in each case.
17. Name, with date, three important military events of 1865.
18. What Vice-Presidents have become President? Name the predecessor in each case.
19. Give an account of the "Virginia affair."
20. In what war were the following battles fought? What were the opposing forces? Which side won? *a.* Ticonderoga. *b.* Monterey. *c.* Saratoga. *d.* Stony Point. *e.* Spotsylvania. *f.* Lundy's Lane.
1. Into what general periods is the history of Egypt divided?
2. Into what classes was Egyptian society divided?
3. Name one of the great Kings of Assyria.
4. In what region did the Assyrian Kingdom lie?
5. Name the greatest Babylonian King and describe some of his achievements.
6. Who was the founder of the Persian Empire?
7. State the principal events of the reign of Darius I.
8. Into what three general parts was ancient Greece divided, and what was the name of the principal state in each?
9. What was the character of the Spartan people and the nature of their government?
10. What was the character of the Athenian people and the nature of their government after the expulsion of the tyrants?
11. Name four great battles of the Græco-Persian war and give the date of any one of them.
12. What was the name of the great war between the Grecian States, and what States were the leaders in it?
13. Give an outline of the conquests of Alexander the Great. In what century did they occur?
14. What was the nature of the early government of Rome?
15. Give the title of the principal officers of the Roman Republic and describe their functions.
16. What were the Punic wars? How many in number? Name two great Carthaginian and two great Roman generals.
17. Who was Augustus Caesar? State briefly the principal events of his career.
18. What was the feudal system, and how did it originate?
19. What is meant by the Renaissance?
20. Who was the leader of the Reformation? Describe briefly its nature and principal events.
21. Who was Oliver Cromwell, and what did he establish?
22. What was the cause of the French Revolution, and what did it effect?
23. Under what two forms of government did Napoleon rule France, and what was the "Code Napoleon?"
24. When and under what circumstances was the new German Empire founded?
25. Name some of the more important events of Queen Victoria's reign.

Physiology and hygiene.—Candidates must be able to pass a satisfactory examination in the general principles of physiology and hygiene with special reference to the nature and the effects of alcoholic drinks and other narcotics upon the human system.

They must be able to state the general effects of alcohol upon the cells and tissues of the body and upon the processes of digestion, its effects on the liver, lungs, and heart, on the blood, blood vessels, and on the nervous system, on the moral powers and the capacity for physical endurance; its hereditary effects; the origin and nature of alcoholic beverages; the general effects of tobacco on the cells and tissues of the young and on the digestive organs, its effects on the throat, on the heart, on the blood, on the nervous system; the effects of opium on the stomach and on the nervous system; the influence of tea and coffee on the system.

Questions similar to the following are likely to be used:

1. What are the two important offices of the bones? Describe the internal minute structure of the bone.
2. Name in order the different parts of the alimentary canal.
3. Indicate by diagram the shape of the human stomach; mark the left side when in position.
4. What is the mucous membrane—its structure; the serous membrane—its use?
5. What in general is the effect of alcohol and tobacco on the living cells; what is the only absolute safeguard against the narcotic appetite?

6. What chronic effect is often produced on the stomach by the habitual use of alcohol?
7. Name in order all the channels through which the air passes in respiration; in what part of the circuit does it aerate the blood?
8. What is the average amount of air taken in at one inspiration; what changes are observed in the expired air?
9. What is the usual effect on the stomach of the habitual use of alcohol?
10. Name two well-determined effects of alcohol upon the liver.
11. What is meant by the general circulation of the blood?
12. What are the two systems of channels for the circulation of the blood? Describe the structure of each.
13. Starting with the blood in the right auricle, describe its course through the body until it returns to the same receptacle?
14. What are the three agencies instrumental in returning the blood from the different parts of the system to the heart?
15. What are the effects of alcohol on the blood; of tobacco?
16. What are the effects of alcohol on the heart; what is the explanation of the fact that alcohol sometimes increases the rapidity of heart beats?
17. What is the effect of tobacco that produces the disease known as the "tobacco heart"?
18. Describe the structure of the skin; what are the functions of the skin?
19. What is the explanation of the disease "aneurism" when due to alcohol?
20. Under what two heads may we in general class the changes produced by alcohol on the structures of the organs; which of these is due to the stronger beverages?

ACADEMIC DUTIES.

The academic duties and exercises commence on the 1st of September and continue until the 1st of June. Examinations of the several classes are held in December and June, and at the former such of the new cadets as are found proficient in studies and have been correct in conduct are given the particular standing in their class to which their merits entitle them. After each examination cadets found deficient in conduct or studies are discharged from the Academy, unless the academic board, for special reasons in each case, should otherwise recommend. Similar examinations are held every January and June during the four years comprising the course of study.

Military instruction.—From the termination of the examination in June to the end of August the cadets live in camp, engaged only in military duties and exercises and receiving practical military instruction.

Except in extreme cases, cadets are allowed but one leave of absence during the four years' course; as a rule, the leave is granted at the end of the first two years' course of study.

PAY OF CADETS.

The pay of a cadet is \$500 per year and one ration per day, or commutation therefor at 30 cents per day. The total is \$609.50, to commence with his admission to the Academy. The actual and necessary traveling expenses of candidates from their homes to the Military Academy are credited to their accounts after their admission as cadets. There is no provision for paying the expenses of candidates who fail to enter, and they must be prepared to defray all their own expenses.

No cadet is permitted to receive money, or any other supplies, from his parents, or from any person whomsoever, without the sanction of the Superintendent. A most rigid observance of this regulation is urged upon all parents and guardians, as its violation would make distinctions between cadets which it is the especial desire to avoid; the pay of a cadet is sufficient, with proper economy, for his support.

Each cadet must keep himself supplied with the following mentioned articles, viz.: Two pairs of uniform shoes; 6 pairs of uniform white gloves; 2 sets of white belts; * 8 white shirts; * 4 nightshirts; 12 white linen collars; 12 pairs of white linen cuffs; * 8 pairs of socks; * 8 pairs of summer drawers; * 6 pairs of winter drawers; * 12 pocket handkerchiefs; * 12 towels; 2 clothes bags, made of ticking; * 1 clothes brush; * 1 hairbrush; * 1 toothbrush; * 1 comb; 1 mattress; 1 pillow; 4 pillow-cases; 8 sheets; 2 blankets and 1 quilted bed cover; 1 chair; 1 tumbler; * 1 trunk; 1 account book; 1 wash basin.

Candidates are authorized to bring with them the articles marked *.

Cadets are required to wear the prescribed uniform. All articles of their uniform are of a designated pattern and are sold to cadets at West Point at regulated prices.

DEPOSIT PRIOR TO ADMISSION.

Immediately after being admitted to the institution cadets must be provided with an outfit of uniform, the cost of which will be about \$100, which sum must be deposited with the treasurer of the Academy before the candidate is admitted. It is best for a candidate to take with him no more money than will defray his traveling expenses, and for the parent or guardian to send to "The Treasurer of the U. S. Military Academy," the required deposit of \$100. This amount is sufficient to equip a new cadet with uniform and to supply him with all articles and books.

ASSIGNMENT TO CORPS AFTER GRADUATION.

The attention of applicants and candidates is called to the following provisions of an act of Congress approved May 17, 1886, to regulate the promotion of graduates of the U. S. Military Academy:

"That when any cadet of the United States Military Academy has gone through all its classes and received a regular diploma from the academic staff, he may be promoted and commissioned as a second lieutenant in any arm or corps of the Army in which there may be a vacancy and the duties of which he may have been judged competent to perform; and in case there shall not at the time be a vacancy in such arm or corps he may, at the discretion of the President, be promoted and commissioned in it as an additional second lieutenant, with the usual pay and allowances of a second lieutenant, until a vacancy shall happen."

Course of study and books used at the U. S. Military Academy.

[Books marked thus * are for reference.]

FIRST YEAR—FOURTH CLASS.

Department.	Course of study, text-books, and books of reference.
Mathematics.	C. Smith's Treatise on Algebra; Phillips and Fisher's Elements of Geometry; Ludlow's Elements of Trigonometry; C. Smith's Conic Sections; J. B. Johnson's Theory and Practice of Surveying; *Ludlow's Logarithmic Tables.
Modern languages.	Williams's Composition and Rhetoric; Abbott's How to Write Clearly; Meiklejohn's English Language; *Smith's Synonyms Discriminated; Keetels's Analytical and Practical French Grammar; Castarède's Treatise on the Conjugation of French Verbs; Roemer's Cours de Lecture et de Traduction, Vol. I; Bôcher's College Series of French Plays, Vol. II; *Spiers and Surene's French Pronouncing Dictionary; De Peiffer's French Pronunciation; *Roget's Thesaurus of English Words; *Webster's Dictionary.
Drill regulations, U. S. Army.	Practical Instruction in the Schools of the Soldier, Company, and Battalion—Infantry; Theoretical Instruction in the School of the Soldier and Company; Practical and Theoretical Instruction in the School of the Cannoneer—Siege and Light Artillery; Theoretical and Practical Instruction in the Service of Security and Information; Exercises in Applied Tactics and Practice Marches—Infantry; Theoretical and Practical Instruction in Target Practice; U. S. Infantry and Light Artillery Drill Regulations; Firing Regulations for Small Arms; Manual of Security and Information, by the Department of Tactics.
Use of the sword, etc.	Instruction in Fencing with Rapier and Broadsword, and Bayonet Exercise, and Military Gymnastics.

SECOND YEAR—THIRD CLASS.

Mathematics.	C. Smith's Conic Sections and Solid Geometry; Church's Descriptive Geometry, with its Application to Spherical Projections, Shades, Shadows, and Perspective; Bas's Differential Calculus; Johnson's Text-Book on the Method of Least Squares; D. A. Murray's Integral Calculus.
Modern languages.	Borel's Grammaire Française; Hennequin's Lessons in Idiomatic French; Bôcher's College Series of French Plays, Vol. II; Roemer's Cours de Lecture et de Traduction, Vol. II; Revue Militaire de l'Étranger; Le Figaro; Eco de Madrid; Edgren's Compendious French Grammar; *De Peiffer's French Pronunciation; *Willcox's Military Technical Dictionary; Monsanto and Languellier's Spanish Grammar; Knapp's Spanish Grammar; Knapp's Spanish Reader; Traub's Spanish Verb and Spanish Pronunciation; Ramsey's Elementary Spanish Reader; *Spiers and Surene's French Pronouncing Dictionary; *Seoane's Newman and Baret's Spanish Dictionary.
Drawing.....	Constructive Problems in Plane Geometry; Point Paths; topography and plotting of surveys with lead pencil, pen and ink, and colors; construction of the various problems in Descriptive Geometry, Shades and Shadows, Linear Perspective, and Isometric Projections; Practical Surveying in the Field; Field Reconnaissance Counting, and Sketching with and without instruments; theory of color and laying of tints; History of Cartography and Topography; triangulation and large surveys; lectures on the foregoing; *Reed's Topographical Drawing and Sketching, including Photography applied to Surveying.
Drill regulations, U. S. Army.	Practical Instruction in the Schools of the Soldier, Company, and Battalion—Infantry; Practical Instruction in the School of the Cannoneer—Light Artillery, and School of the Trooper—Cavalry, and Equestration; Practical Instruction in Small Arms Target Practice; Practical Instruction in the Service of Security and Information; Exercises in Applied Tactics and Practice Marches—Infantry; *U. S. Army Drill Regulations; *Manual of Security and Information by the Department of Tactics; *Firing Regulations for Small Arms.
Practical military engineering.	Practical Instruction in Surveying; *J. B. Johnson's Theory and Practice of Surveying.

Course of study and books used at the U. S. Military Academy—Continued.

THIRD YEAR—SECOND CLASS.

Department.	Course of study, text-books, and books of reference.
Natural and experimental philosophy.	Michie's Analytical Mechanics; Michie and Harlow's Practical Astronomy; Young's General Astronomy; Michie's Elements of Wave Motion relating to Sound and Light; Practical Instruction in Astronomy.
Chemistry, mineralogy, and geology.	Tillman's Descriptive General Chemistry (3d edition); Tillman's Elementary Lessons in Heat (3d edition); Tracy's Anatomy, Physiology, and Hygiene; Thompson's Elementary Lessons in Electricity and Magnetism (new and revised edition); Tillman's Important Minerals and Rocks; Le Conte's Elements of Geology (4th edition); Practical Instruction in Chemistry, Electricity, and Mineralogy.
Drawing.....	Free Hand Drawing and Landscape in black and white; Mechanical and Architectural Drawing in ink and colors; Military Landscape, Sketching in the Field; Memory Drawing; Free-hand Mechanical Drawing without instruments; Building Construction, Working Drawings and Isometric Sections; Engineering and Ordnance Drawing; lectures on all the foregoing subjects with stereopticon; *Reed's Topographical Drawing and Sketching, including Photography applied to Surveying.
Drill regulations, U. S. Army.	Practical Instruction in the Schools of the Soldier, Company, and Battalion—Infantry; Theoretical Instruction in Drill Regulations—Infantry, Light Artillery, and Cavalry; Practical Instruction in the School of the Cannoneer—Seacoast Artillery; Practical Instruction in the Schools of the Troop and Squadron—Cavalry; and Equitation; *Dyer's Hand Book for Light Artillery.
Practical military engineering.	Practical Instruction in the Construction of Ponton Bridges; in laying Gun Platforms, and in the Construction of Revetments and Obstacles; *Official Publications of Signal Department, U. S. Army; *United States Bridge Equipage and Drill; *Beach's Manual of Military Engineering.
Military hygiene.	Lectures on Military Hygiene.

FOURTH YEAR—FIRST CLASS.

Civil and military engineering and science of war.	Wheeler's Civil Engineering; Fiebeger's Field Fortifications; Fiebeger's Pamphlet on Permanent Fortifications; Mercur's Attack of Fortified Places; Wagner's Organization and Tactics and the Service of Security and Information; Mahan's Stereotomy.
Law	Davis's Elements of Law; Davis's International Law (2d edition); Davis's Military Law; Flanders's Manual of the Constitution.
History and historical geography.	Dury's General History; *Labberton's New Historical Atlas.
Practical military engineering.	Demolitions; Practical Instruction in the Construction of all kinds of Military Bridges; in Preparation and Application of Siege Material, and in Laying Out Siege and Field Works; Practical Instruction in Military Reconnaissance; *Professional Papers No. 29, Corps of Engineers; *Woolwich Text-Book of Military Engineering; *Chatham Text-Book of Military Engineering; *Beach's Manual of Military Engineering.
Drill regulations, U. S. Army.	Practical Instruction in the Schools of the Soldier, Company, and Battalion—Infantry; of the Troop and Squadron—Cavalry; Packing and Equitation; Theoretical Instruction U. S. Cavalry Drill Regulations; Practical Instruction in the School of the Battery—Light, Horse, and Mountain Artillery; Practical Instruction in the Service of Security and Information; Exercises in Applied Tactics; Practical Instruction in Small Arms Target Practice; Practice Marches—Infantry, Cavalry, and Artillery; Lectures on Customs of Service, Military Etiquette, and Equipment; Lectures on Hippology, Saddling and Harnessing, Horseshoeing, Stable Management, and Practical Work at Stables, etc.; United States Army Cavalry Drill Regulations; *Carter's Horses, Saddles, and Bridles; *Manual of Security and Information by the Department of Tactics; *Dyer's Hand Book for Light Artillery; *Firing Regulations for Small Arms.
Ordnance and gunnery.	Bruff's Ordnance and Gunnery; Practical Instruction in the Use of Ballistic Instruments and the Determination of Velocities and Pressures; *Ludlow's Logarithmic Tables; *Ingalls's Ballistic Tables.

REGULATIONS GOVERNING THE ADMISSION OF CANDIDATES INTO
THE UNITED STATES NAVAL ACADEMY AS MIDSHIPMEN.^a

NOMINATION.

I. The students at the Naval Academy shall be styled midshipmen.—(*Act approved July 1, 1902.*)

II. There shall be allowed at said Academy one midshipman for every Member or Delegate of the House of Representatives, one for the District of Columbia, and ten at large.—(*Rev. Stat., sec. 1513, and act of Congress approved June 17, 1878.*) *Provided, however, That there shall not be at any time more in said Academy appointed at large than ten.*—(*Act of Congress approved August 5, 1882.*)

That until the year nineteen hundred and fourteen, in addition to the naval cadets now authorized by law (the title having been changed by this act to midshipmen), the President shall appoint five midshipmen, and there shall be appointed from the States at large, upon the recommendation of Senators, two midshipmen for each State.—(*Act of Congress approved July 1, 1902.*)

There shall be allowed at the Naval Academy two midshipmen for each Senator, Representative, and Delegate in Congress, two for the District of Columbia, and five each year at large: *Provided, That the additional Congressional appointments authorized by this act shall be made at such times as may be determined by the Secretary of the Navy, who shall equitably distribute the increase among the several States, districts, and Territories, so that ultimately, if practicable, each Senator, Representative, and Delegate may recommend for appointment during each Congress one midshipman.* *Provided further, That members of the Fifty-seventh Congress who will not be members of the Fifty-eighth Congress, and in whose districts or States appointments have not been made or vacancies filled in the Fifty-seventh Congress, may immediately upon the passage of this act make the additional appointments herein provided for.*—(*Act of March 3, 1903.*)

That the provisions of this act for the increase of appointments of midshipmen to the Naval Academy shall continue in force until the thirtieth day of June, nineteen hundred and thirteen; and thereafter one midshipman, as now provided by law, shall be appointed for each Senator, Representative, and Delegate in Congress.—(*Act of March 3, 1903.*)

That hereafter there shall be at the Naval Academy one midshipman from Porto Rico, who shall be a native of said island, and whose appointment shall be made by the President on the recommendation of the governor of Porto Rico.—(*Act of March 3, 1903.*)

III. The course of midshipmen is six years.—(*Rev. Stat., sec. 1520.*) Four years at the Naval Academy, when the district becomes vacant, and two years at sea, at the expiration of which time the midshipman returns to the Academy for final graduation.

IV. Appointments to fill all vacancies that may occur during a year in the lower grades of the line of the Navy and of the Marine Corps will be made from the midshipmen, graduates of the year, at the conclusion of their six years' course, in the order of merit as determined by the academic board of the Naval Academy. At least fifteen appointments from such graduates will be made each year. Surplus graduates who do not receive such appointments will be given a certificate of graduation, an honorable discharge, and one year's sea pay, as provided for midshipmen.—(*Act of Congress approved August 5, 1882.*)

V. The Secretary of the Navy shall as soon as practicable after the fifth day of March in each year notify in writing each Senator, Representative, and Delegate in Congress of any vacancy which may be regarded as existing in the State, district, or Territory which he represents, and the nomination of a candidate to fill such vacancy shall be made upon the recommendation of the Senator, Representative, or Delegate. Such recommendation shall be made by the first day of June of that year, and if not so made the Secretary of the Navy shall fill the vacancy by the appointment of an actual resident of the State, district, or Territory in which the vacancy exists, who shall have been for at least two years immediately preceding his appointment an actual bona fide resident of the State, district, or Territory in which the vacancy exists and shall have the qualifications otherwise prescribed by law: *And provided further, That the superintendent of the Naval Academy shall make such rules, to be approved by the Secretary of the Navy, as will effectually prevent the practice of hazing; and any cadet found guilty of participating in or encouraging or countenanc-*

^aFrom Annual Register of the United States Naval Academy for 1902-3, and an act of Congress approved March 3, 1903, making appropriations for the naval service for the year ending June 30, 1904.

ing such practice shall be summarily expelled from the Academy, and shall not thereafter be reappointed to the Corps of Cadets or be eligible for appointment as a commissioned officer in the Army or Navy or Marine Corps until two years after the graduation of the class of which he was a member.—(*Act of March 3, 1903.*)

VI. "Candidates allowed for Congressional districts, for Territories, and for the District of Columbia, must be actual residents of the districts or Territories, respectively, from which they are nominated. And all candidates must, at the time of their examination for admission, be between the ages of 16 and 20 years, and physically sound, well formed, and of robust constitution."—(*Rev. Stat., sec. 1517; act March 3, 1903.*)

VII. After October 1, 1901, all examinations for the admission of candidates are to be held, at various points throughout the United States, under the supervision of the Civil Service Commission, the first examination to be held on the third Tuesday in April, the second examination on August 31 of each year, at such places as may be designated by the Commission. A third examination will be held by the Civil Service Commission at Washington, D. C., on September 15 of each year, for the examination of all candidates who have, for any reason, failed to report for the examinations in April and August. When the 11th of August or the 15th of September falls on Sunday the examinations will be held on the Monday following.

Members and Delegates in Congress having the appointment of a midshipman to make are authorized to nominate one principal and five alternates. The alternates are to be numbered from one to five and appointment made in the same order, i. e., if the principal passes, he is to be appointed, but if the principal should fail, and the first alternate qualify, the first alternate is to be appointed. In case the principal and the first alternate should fail, and the second alternate qualify, the second alternate is to be appointed, and so on down the list, in regular numerical order, until the fifth alternate is reached and included.

The successful candidates will be ordered to report to the Superintendent of the Academy for physical examination.

Candidates will be required to enter the Academy immediately after passing the prescribed examination.

No leave of absence will be granted to midshipmen of the fourth class.

EXAMINATION.

VIII. "All candidates for admission into the Academy shall be examined according to such regulations and at such stated times as the Secretary of the Navy may prescribe. Candidates rejected at such examination shall not have the privilege of another examination for admission to the same class unless recommended by the board of examiners."—(*Rev. Stat., sec. 1515.*)

IX. "When any candidate who has been nominated upon the recommendation of a Member or Delegate of the House of Representatives is found, upon examination, to be physically or mentally disqualified for admission, the Member or Delegate shall be notified to recommend another candidate, who shall be examined according to the provisions of the preceding section."—(*Rev. Stat., sec. 1516.*)

X. Candidates will be examined physically at the Naval Academy, by a board composed of three medical officers of the Navy. Any one of the following conditions will be sufficient to cause the rejection of a candidate, viz:

- Feeble constitution, inherited or acquired;
- Retarded development;
- Impaired general health;
- Decided cachexia, diathesis, or predisposition;
- Any disease, deformity, or result of injury that would impair efficiency; such as—
- Weak or disordered intellect;
- Cutaneous or communicable disease;
- Unnatural curvature of the spine, torticollis, or other deformity;
- Inefficiency of either of the extremities or large articulations from any cause;
- Epilepsy or other convulsions within five years;
- Impaired vision, disease of the organs of vision, imperfect color sense; visual acuteness must be normal in both eyes;
- Impaired hearing or disease of the ear;
- Chronic nasal catarrh, ozæna, polypi, or great enlargement of the tonsils;
- Impediment of speech to such an extent as to impair efficiency in the performance of duty;
- Disease of heart or lungs or decided indications of liability to cardiac or pulmonary affections;
- Hernia, complete or incomplete, and undescended testis;

Varicocele, sarcocele, hydrocele, stricture, fistula, hemorrhoids, or varicose veins of lower limbs;

Disease of the genito-urinary organs;

Chronic ulcers, ingrowing nails, large bunions, or other deformity of the feet;

Loss of many teeth, or teeth generally unsound.

Attention will also be paid to the stature of the candidate, and no one manifestly under size for his age will be received at the Academy. In the case of doubt about the physical condition of the candidate, any marked deviation from the usual standard of height or weight will add materially to the consideration for rejection. Five feet will be the minimum height for the candidate.

XI. Candidates will be examined mentally in reading, writing, punctuation, spelling, arithmetic, geography, English grammar, United States history, world's history, algebra through quadratic equations, and plane geometry (five books of Chauvenet's Geometry, or an equivalent). Deficiency in any one of these subjects may be sufficient to insure the rejection of the candidate.

GENERAL CHARACTER OF THE EXAMINATION.

READING AND WRITING.

Candidates must be able to read understandingly, and with proper accent and emphasis, and to write legibly, neatly, and rapidly.

SPELLING.

They must be able to write, from dictation, paragraphs from standard pieces of English literature, both prose and poetry, sufficient in number to test fully their qualifications in this branch. The spelling throughout the examination will be considered in marking the papers. The academic board are instructed not to reject a candidate whose only deficiency is in spelling when the mark therefor is above a certain figure, to be fixed by the board, subject to the revision of the Department.

PUNCTUATION AND CAPITALS.

They must be familiar with the rules for punctuation and for the use of capitals. In order to test their knowledge, sentences will be given for correction.

GRAMMAR.

Candidates must exhibit thorough familiarity with English grammar; they must be able to analyze and parse any sentence given, showing clearly the relations between the different parts of speech, and giving the rules governing those relations. The subject and predicate in the sentence must be given, with modifiers (if any), and also the part of speech and kind, case, voice, mood, tense, number, person, degree of comparison, etc., as the case may be, of each word, and its relation to other words in the sentence.

They must be able to define the terms used in grammar, a number of which will be given as a test of their knowledge.

A composition on one of three subjects will be required.

Since the school grammars used in different parts of the country vary among themselves in their treatment of certain words, an answer approved by any grammar of good repute will be accepted.

GEOGRAPHY.

Candidates will be required to pass a satisfactory examination in descriptive geography, particularly of our own country. Questions will be given under the following heads: The definitions of latitude and longitude; the zones; the grand divisions of land and water; the character of coast lines; the climate of different parts of the United States; trade winds; the direction and position of important mountain chains and the locality of the higher peaks; the position and course of the principal rivers, their tributaries, and the bodies of water into which they flow; the position of important seas, bays, gulfs, and arms of the sea; the position of independent States, their boundaries and capital cities; the position and direction of great peninsulas and the situation of important and prominent capes, straits, sounds, channels, and the most important canals; great lakes and inland seas; position and political connection of important islands and colonial possessions; location of cities of historical, political,

or commercial importance, attention being especially called to the rivers and bodies of water on which cities are situated; the course of a vessel in making a voyage between well-known ports.

The candidate's knowledge of the geography of the United States can not be too full or specific on all the points referred to above. Accurate knowledge will also be required of the position of the country with reference to other States, and with reference to latitude and longitude, of the boundaries and relative position of the States and Territories, of the name and position of their capitals, and of other important cities and towns.

UNITED STATES HISTORY.

The examination in this branch will include questions concerning the early settlements in this country; the forms of government in the colonies; the causes, leading events, and results of wars; and prominent events in the history of our Government since its foundation.

WORLD'S HISTORY.

Candidates must be familiar with the general history of the world, including the rise and the fall of empires and of dynasties; changes in territory as the result of wars or from other causes; the most important treaties of peace; the relations between church and state in different countries; in brief, such information as may be found in the ordinary general histories.

ARITHMETIC.

The candidate will be required—

To express in figures any whole, decimal, or mixed number; to write in words any given number; to perform with facility and accuracy the various operations of addition, subtraction, multiplication, and division of whole numbers, whether abstract or compound, and to use with facility the tables of money, weights, and measures in common use, including English money.

To reduce compound numbers from one denomination to another, and to express them as decimals or fractions of a higher or lower denomination; to state the number of cubic inches in a gallon and the relation between the troy and avoirdupois pounds, and to reduce differences of time to differences of longitude, and vice versa.

To define prime and composite numbers; to give the tests of divisibility by 3, 5, 7, 9, 11, 25, and 125; to resolve numbers into their prime factors, and to find the least common multiple and the greatest common divisor of large as well as of small numbers.

To be familiar with all the processes of common and decimal fractions; to give clearly the reasons for such processes, and to be able to use the contracted methods of multiplication and division given in the ordinary text-books on arithmetic.

To define ratio and proportion, and to solve problems in simple and compound proportion.

To solve problems involving the measurement of rectangular surfaces and of solids; to find the square roots and the cube roots of numbers, and to solve simple problems under percentage, interest, and discount.

The candidates are required to possess such a thorough understanding of all the fundamental operations of arithmetic as will enable them to apply the various principles to the solution of any complex problem that can be solved by the methods of arithmetic; in other words, they must possess such a complete knowledge of arithmetic as will enable them to proceed at once to the higher branches of mathematics without further study of arithmetic.

ALGEBRA.

The examination in algebra will include questions and problems upon the fundamental rules, factoring, greatest common divisor, least common multiple, algebraic fractions, equations of the first degree with one or more unknown quantities, simplification of expressions involving surds, and the solution and theory of quadratic equations.

GEOMETRY.

In geometry candidates will be required to give accurate definitions of terms used in plane geometry, to demonstrate any proposition of plane geometry as given in the ordinary text-books, and to solve simple geometrical problems, either by a construction or by an application of algebra.

CHARACTER OF THE QUESTIONS AT EXAMINATION FOR ADMISSION.

PUNCTUATION AND CAPITALS.

Punctuate and capitalize the following:

to the last moment however he manifested a punctilious regard for the duties of his charge he accompanied us in our boat on a dark and gusty night to the packet which lay a little out at sea he saw us on board and then standing up for one moment he said is all right on deck all right sir sang out the ships steward have you lord westport got your clock with you yes sir then pull away boatmen we heard him say as his boat disappeared in the darkness.

GRAMMAR.

1. How are verbs classified according to their form? Give an example of each class. Write a sentence with an impersonal verb. What are diminutive nouns? Form diminutive nouns from the following words: Goose, lamb, hill, brook, boot. What are derivative adjectives? Classify the following adjectives: Harsh, despotic, roundish, giving, untrue, lifelike, low-toned, over-bold. Write a complex sentence containing a participial phrase and an adverbial clause.

2. Give the names of the words ending in "ing" derived from the verb *see*, and write simple sentences in which these words are used. Give a synopsis of the verb "to swim" in the first person singular number, *progressive* form, through all the modes and tenses (include the participles). Write the plural form of each of the following words: Alkali, elk, obloquy, tipstaff, tooth-brush, knight-baronet. What are conjunctive adverbs? Write five sentences using the verb "depart," in which the action will be affirmed (1) positively, (2) contingently, (3) conditionally, (4) imperatively, (5) unlimitedly.

3. Analyze the following sentence:

"Spake full well, in language quaint and olden,
One who dwelleth by the castled Rhine,
When he called the flowers so blue and golden
Stars that in earth's firmament do shine."

4. Parse the *italicized* words in the following sentence:

"Home they brought her warrior dead;
She nor swooned, nor uttered cry;
All her maidens watching, said,
'She must weep or she will die.'"

5. Write a composition of not fewer than 150 words and not more than 250 words on one of the following subjects:

The English-Boer war.
The chief industries of your native State.
The present status of Cuba.

GEOGRAPHY.

1. Fix the position of the following-named places: Halifax, Poona, Fall River, Palermo, Zamboanga, Petersburg.

2. Fix the position of (1) Hudson Strait, (2) Strait of Juan de Fuca, (3) Dismal Swamp, (4) Mount Hood. Describe (1) the Ganges River and (2) the St. Clair River.

3. Fix the position of (1) Penang, (2) Island of Panay, (3) Island of Martinique, (4) Cape Palmas. Describe trade winds, stating where they blow, why they blow, in what direction they blow, and why in these directions. Describe the Sargasso Sea. Why is the coast of Maine colder than the coast of Oregon?

4. What is meant by (1) the poles of the earth, (2) the equator, (3) latitude, (4) longitude? What is the longitude of a place where it is noon at the same moment that it is 6 p. m. at Greenwich? Which is longer, a degree of the equator or a degree of a meridian? Why?

5. Make a voyage from Duluth to Delagoa Bay, via the Suez Canal, naming the waters traveled through and the States and countries passed. Fix the position of six important seaports that could be visited on the voyage.

6. What city is the capital of the Dutch East Indies? In Africa what are the Portuguese possessions? the English? the German? Name four of the largest Hawaiian Islands. On what one is Honolulu?

UNITED STATES HISTORY.

1. Give some account of the following: Joliet, Robert Morris, Count de-Grasse, Admiral Farragut.

2. Give an account of the settlement of Pennsylvania and its subsequent history up to the Revolution. Give an account of Shay's rebellion. Name the leader of the victorious forces in the following battles: Trenton, Crown Point, Chippewa, Palo Alto, Chickamauga, Antietam. How and when did the United States acquire Florida?

3. What were the chief defects of the Articles of Confederation? Give the causes that led to the war of 1812. State what treaty ended the war and when and by whom it was signed. State what you understand by a protective tariff, and what political party stands for it. Explain the plan of "Reconstruction" after the civil war.

4. State what led to Clay's compromise measures and give their provisions. What is the Interstate Commerce Commission and what led to it? Give a brief account of the battle between the *Monitor* and the *Merrimac* and state why it was important.

WORLD'S HISTORY.

1. Give the dates, causes, and results of the three Punic wars.

2. Give a list of the Stuart rulers of England, with the date of the beginning and the ending of the reign of each.

3. Give some account of the following: Attila, Gustavus Adolphus, Robespierre, William of Orange.

4. State briefly the causes of the following: The Crimean war, the Franco-Prussian war (1870), the Russo-Turkish war (1877-78).

ARITHMETIC.

1. Divide 26.78508 by .072 (*not* by long division). What decimal part of 2718 is .047565? Divide 1.51983 by 389.7 and 1838.72 by 7182500. Multiply 37.18753 by 2.78956565, contracting the work to two decimal places in the product. Divide 3.14159265 by 2.71825183 to three decimal places in the quotient.
2. Reduce $4\frac{1}{4}$ to the decimal of £1. Express 12 lbs. 7 oz. 6 dwt. 8 gr. in avoirdupois pounds and decimals. How many yards does a train moving 69 miles an hour pass over in one second? How many acres are required for a road 20 miles long and 4 rods wide? How many bushels of grain may be put in a barrel which will hold 40 gallons of water?
3. Simplify each of the fractions $\frac{10\frac{1}{2}-4\frac{1}{2}}{6\frac{1}{2}+7\frac{1}{2}}$ and $\frac{3\frac{1}{2}}{\frac{1}{2}}$ of $9\frac{1}{4}$ and multiply their product by 81. Reduce $\frac{\frac{1}{2}-3\frac{1}{2}-2\frac{1}{2}+1\frac{1}{2}}{3\frac{1}{2}-2\frac{1}{2}+2\frac{1}{2}-1\frac{1}{2}}$ to a simple fraction. Reduce 0.0194 to a common fraction. Find the prime factors of 3553, 7429, and 20387, and express the least common multiple as a product of prime factors.
4. Find the square root of 229.8 to six decimal places and the cube root of 37.68 to five decimals.
5. Find the simple interest on \$995.87 for 3 years 3 months and 3 days at $5\frac{1}{2}$ per cent per annum. Find the simple interest on £757 17s. 6d. for 1 year 3 months and 10 days at $4\frac{1}{2}$ per cent per annum. What sum invested at 6 per cent will amount to \$2,750.00 in 2 years 9 months 15 days? At an election A received 67,356 votes, B 19,281, C 16,352, and D 10,281; what per cent of the total vote did each obtain?
6. A closed rectangular wooden box has the external dimensions 17 inches, 10 inches, and 6 inches; the wood is $\frac{1}{4}$ inch thick, the empty box weighs $7\frac{1}{2}$ lbs., and when filled with sand the box weighs 100 lbs. Find the weight of a cubic foot of wood and of a cubic foot of sand.

ALGEBRA.

1. Simplify $8x - \{16y - [3x - (12y - x) - 8y] + x\}$. Divide $p^2 + pq + 2pr - 2q^2 + 7qr - 3r^2$ by $p + 2q - r$. Multiply together $(x - a)$, $(x - b)$, $(x - c)$, and $(x - d)$, and arrange the result according to descending powers of x . Write the square of $(a + b + c + d)$, and the cube of $(a + b + c)$.
2. Find the greatest common divisor of $3x^3 - 13x^2 + 23x - 21$ and $6x^3 + x^2 - 44x + 21$. Separate into factors $x^2 - x - 12$, $6x^2 + x - 2$, $x^2 + (a + c)x + ac$, $x^2 + a^2$, $x^4 + 64$, and $a^3 + b^3 + c^3 - 3abc$. Simplify $\frac{ax^m - bx^{m+1}}{a-bx-b^2x^2}$.
3. Solve the equations $\frac{x-8}{7} + \frac{x-3}{3} + \frac{5}{21} = 0$, $\frac{x}{4} - \frac{x+10}{5} + 44 = x - 1 - \frac{x-2}{3}$, $\frac{1}{2}(x-a) - \frac{1}{3}(2x-2b) - \frac{1}{4}(a-x) = 10a + 11b$, and $\sqrt{x-13} + \sqrt{x+11} = 2$. Divide a quantity a into two parts proportional to b and c .
4. Multiply $2 + \sqrt{3} - \sqrt{6}$ by $2 - \sqrt{3} + \sqrt{6}$. Simplify $\frac{2 + \sqrt{3}}{2 - \sqrt{3}}$ and find the square root of $5 + \sqrt{24}$. Solve the equations:

$$\left. \begin{aligned} x + y + z &= 6 \\ 3x - y + 2z &= 7 \\ 4x + 3y - z &= 7 \end{aligned} \right\}; \quad \left. \begin{aligned} 3ax - 2by &= c \\ a^2x + b^2y &= 5bc \end{aligned} \right\}; \quad \left. \begin{aligned} \frac{a}{x} + \frac{b}{y} &= c \\ \frac{b}{x} - \frac{a}{y} &= d \end{aligned} \right\}$$

5. Solve the equations $11x^2 - 19x - 6 = 0$, $(a-b)x^2 - (a+b)x + ab = 0$, and $\frac{x+22}{3} - \frac{4}{x} = \frac{9x-6}{2}$.

Given the equation $ax^2 + bx + c = 0$, find the sum and the product of its roots. Find the condition that the roots may be equal; under what circumstances will the roots be rational?

GEOMETRY.

1. Define Theorem, Postulate, Axiom, Corollary, Scholium. Prove that if a perpendicular be erected at the middle point of a straight line, every point in the perpendicular is equally distant from the extremities of the line and every point not in the perpendicular is unequally distant. What is meant by a geometric locus? Give three examples, and explain what the locus is in each case.
2. Name and define the classes into which quadrilaterals are divided; name and define the species into which parallelograms are divided. Prove that the three perpendiculars erected at the middle points of the sides of a triangle meet in a point; what is this point? Prove that an inscribed angle is measured by one-half the intercepted arc. Two chords are drawn in a circle meeting (1) within the circle, (2) outside the circle; how is the angle between the chords measured in each case (proof not required)?
3. What is meant by a *mean proportional* between two lines (or quantities)? When are quantities *reciprocally proportional*? Prove that when a perpendicular is let fall upon the hypotenuse of a right triangle from the vertex of the right angle, the two triangles so formed are similar, and the perpendicular is a mean proportional between the segments of the hypotenuse. Show how to construct a mean proportional between two lines.
4. Prove that the area of a triangle is one-half the product of its base and altitude. Prove geometrically that the square described upon the hypotenuse of a right triangle is equivalent to the sum of the squares described upon the other two sides.
5. What is meant by dividing a line in *extreme and mean ratio*? A line A B, length a , is divided in extreme and mean ratio; find the two segments, either by construction or by obtaining algebraic expressions for them. Prove that the area of a regular inscribed dodecagon is equal to three times the square of the radius. If the radius is R, what is the length of a side of the dodecagon?

ADMISSION.

XII. Candidates that pass the physical and mental examinations will receive appointments as midshipmen, and become students of the Academy. Each midshipman will be required to sign articles by which he binds himself to serve in the United States Navy eight years (including his time of probation at the Naval Academy), unless sooner discharged.

The pay of a midshipman is \$500 a year, commencing at the date of his admission.

Course of instruction, 1902-3.

[Reference books are marked*.]

FIRST YEAR—FOURTH CLASS.

FIRST TERM.

Department.	Periods each week.	Subjects.	Text-books.
Marine engineering and naval construction.	2	Mechanical drawing	Bartlett's Mechanical Drawing.
Mathematics	6	Algebra	Hall and Knight's Elementary Algebra. Hall and Knight's Higher Algebra.
		Logarithms, geometry, and descriptive geometry.	Gauss's Tables of Logarithms.* Chauvenet's Geometry. Church's Descriptive Geometry.
English and law	4	English	Hill's Foundations of Rhetoric Hill's Principles of Rhetoric. Buehler's Practical Exercises in English. Webster's Dictionary.*
Modern languages	4	Spanish	Ramsey's Text-book of Modern Spanish. Marion and des Garennes's Introducción á la Lengua Castellana. Tauchnitz's Pocket Dictionary.* Fontaine's Doce Cuentos Escogidos.

SECOND TERM.

Marine engineering and naval construction.	2	Mechanical drawing	Bartlett's Mechanical Drawing.
Mathematics	5	Algebra	Hall and Knight's Higher Algebra.
		Descriptive geometry; trigonometry.	Church's Descriptive Geometry. Bowser's Trigonometry. Gauss's Tables of Logarithms.*
English and law	4	English	Abbott and Seeley's English Lessons for English People. Abbott's How to Write Clearly. Buehler's Practical Exercises in English. Andrews's Manual of the Constitution. Webster's Dictionary.*
Modern languages	4	French and Spanish	Bercy's La Langue Française, I. Bercy's Le Français Pratique. Marion's Le Verbe. Bellows's Dictionary.* Compendio de la Gramática de la Lengua Castellana. Marion and des Garennes's Introducción á la Lengua Castellana. Tauchnitz's Pocket Dictionary.* Fontaine's Doce Cuentos Escogidos. Ramsey's Text-book of Modern Spanish.
Physiology and hygiene...	1	Special instruction	Hewes's Anatomy, Physiology, and Hygiene.

SECOND YEAR—THIRD CLASS.

FIRST TERM.

Marine engineering and naval construction.	2	Mechanical drawing	Bartlett's Mechanical Drawing.
Physics and chemistry ...	3	Elementary physics	Daniell's Principles of Physics.
		Chemistry	Stewart and Gee's Practical Physics. Remsen's Introduction to the Study of Chemistry. Lecture Notes.

Course of instruction, 1902-3—Continued.

SECOND YEAR—THIRD CLASS—Continued.

FIRST TERM—continued.

Department.	Periods each week.	Subjects.	Text-books.
Mathematics	5	Trigonometry	Bowser's Trigonometry. Chauvenet's Trigonometry. Gauss's Table of Logarithms.* Bowditch's Useful Tables.* Church's Descriptive Geometry. Dresel's Stereographic Projections. Smith's Conic Sections.
English and law.....	2	Descriptive geometry and conic sections.	
		English and United States naval history.	Hill's Principles of Rhetoric. Buehler's Practical Exercises in English. Maclay's History of the U. S. Navy. Webster's Dictionary.* Abbott's How to Write Clearly. Themes.
Modern languages.....	3	French and Spanish.....	Bercy's La Langue Française, I, II. Bercy's Le Français Pratique. French Comedy. Marion's Le Verbe. Bellows's Dictionary.* Marion and des Garennes's Introducción á la Lengua Castellana. Ramsey's Text-book of Modern Spanish Spanish Comedy. Tauchnitz's Pocket Dictionary.* Fontaine's Doce Cuentos Escogidos. Matzke's Spanish Reader.

SECOND TERM.

Marine engineering and naval construction.	2	Mechanical drawing	Bartlett's Mechanical Drawing.
Physics and chemistry	3	Elementary physics	Daniell's Principles of Physics. Stewart and Gee's Practical Physics. Watson's Physics.
		Chemistry	Remsen's Introduction to the Study of Chemistry. Stoddard's Outline of Qualitative Analysis. Lecture Notes.
Mathematics	7	Conic sections	Smith's Conic Sections.
		Differential calculus.....	Rice and Johnson's Differential Calculus.
		Integral calculus	Johnson's Integral Calculus.
English and law.....	1	Naval history.....	Maclay's History of the U. S. Navy.
Modern languages.....	4	French and Spanish.....	Bercy's Le Français Pratique. Bercy's La Langue Française, I, II. Marion's Le Verbe. French Comedy. Bellows's Dictionary.* Marion and des Garennes's Introducción á la Lengua Castellana. Spanish Comedy. Matzke's Spanish Reader. Tauchnitz's Pocket Dictionary.* Ramsey's Text-book of Modern Spanish.

Course of instruction, 1902-3—Continued.

THIRD YEAR—SECOND CLASS.

FIRST TERM.

Department.	Periods each week.	Subjects.	Text-books.
Seamanship	1	Seamanship	Knight's Modern Seamanship.
Marine engineering and naval construction.	3	Principles of mechanism.	Goodeve's Elements of Mechanism. Gov's Notes and Problems.
	3	Mechanical processes	Lineham's Mechanical Engineering.
	1	Mechanical drawing	Detail Drawings, Tracing, and Blue Printing. Bartlett's Mechanical Drawing.
Mechanics	5	Theoretical mechanics	Johnson's Mechanics.
Physics and chemistry	3	Physics	Daniell's Principles of Physics. Watson's Physics. Stewart and Gee's Practical Physics. Lecture Notes.
		Chemistry	Stoddard's Outline of Qualitative Analysis.
Modern languages	1	Spanish	Ramsey's Text-book of Modern Spanish. Marion and des Garenes's Introduc- ción á la Lengua Castellana. Spanish Comedy. Tauchnitz's Pocket Dictionary.* Fontaine's Doce Cuentos Escogidos.

SECOND TERM.

Seamanship	1	Seamanship	Knight's Modern Seamanship.
Ordnance and gunnery	1	Infantry and artillery in- structions.	Drill Regulations.
Navigation	2	Astronomy	White's Astronomy. Nautical Almanac.* Bowditch's Navigator.*
Marine engineering and naval construction.	4	Marine engines and boilers.	Sennett and Oram's Marine Steam Engine. Marine Engines, Problems, Notes, and Sketches. Huntington and McMillan's Metals.
	1	Mechanical drawing	Work of first term continued.
Mechanics	3	Mechanics	Cotterill and Slade's Lessons in Applied Mechanics. Alger's Hydro-Mechanics.
Physics and chemistry	4	Physics	Same as for first term.
		Electricity and magnet- ism.	Thompson's Electricity and Magnetism. Day's Exercises in Electrical Measure- ments. Lecture Notes.
Modern languages	1	Spanish	Ramsey's Text-book of Modern Spanish. Marion and des Garenes's Introduc- ción á la Lengua Castellana. Spanish Comedy. Tauchnitz's Pocket Dictionary.* Fontaine's Doce Cuentos Escogidos.

Course of instruction, 1902-3—Continued.

FOURTH YEAR—FIRST CLASS.

FIRST TERM.

Department.	Periods each week.	Subjects.	Text-books.
Seamanship	2	Seamanship and naval tactics.	Knight's Modern Seamanship. Tactical Signal Book. Department Circulars.* Navy Regulations.* Hoff's Elementary Naval Tactics.
Ordnance and gunnery ...	3	Gunnery drill	Ingersoll's Text-book of Ordnance and Gunnery.
		Guns and gun mounts....	Drill Regulations. Gun and Torpedo Drills. Clear Ship for Action. Naval Institute "Professional Notes."
Navigation	4	Navigation	Coffin's Navigation. Bowditch's Navigator.* Nautical Almanac.* Azimuth Tables.*
Marine engineering and naval construction.	2	Boilers	Bertin and Robertson's Boilers. Carpenter's Experimental Engineering.
	2	Naval construction.....	White's Manual of Naval Architecture. Atwood's Text-book of Theoretical Naval Architecture. Special Notes and Drawings. Navy Department Pamphlets. Notes and Problems.
Physics and chemistry	3	Physics.....	Same as for last term. Thompson's Dynamo Electric Machinery and Lecture Notes.

SECOND TERM.

Seamanship	2	Seamanship and naval tactics.	Same as for first term.
Ordnance and gunnery ...	4	Ordnance and gunnery ..	Ingersoll's Text-book of Ordnance and Gunnery. Elastic Strength of Guns. Exterior Ballistics. Probabilities of Hitting. The Whitehead Torpedo. Naval Institute "Professional Notes."
Navigation	3	Navigation; theory of compass deviations and surveying.	Coffin's Navigation. The Admiralty Manual. Diehl's Practical Problems. Bowditch's Navigator.* Nautical Almanac.* Azimuth Tables.* Phelps's Marine Surveying.
Marine engineering and naval construction.	2	Boilers	Bertin and Robertson's Boilers. Lectures.
	3	Engineering materials and designing.	Unwin's Elements of Machine Design. Notes and Problems.

PRACTICAL INSTRUCTION OF MIDSHIPMEN.

SEAMANSHIP.

Knotting and splicing; compass and lead line; ship nomenclature; cutting and fitting hemp rigging; cutting and fitting wire rigging; rowing, and the management of boats under oars and under sail; sailmaking; making up, bending, unbending, and handling sails; rigging ship; stripping ship; shifting spars; getting under way and anchoring; evolutions with vessels under sail and under steam; signaling, Army and Navy Code; management of steam launches; steam fleet tactics with steam launches.

ORDNANCE.

Infantry, schools of the squad, company, and battalion, in close and extended orders; artillery, schools of the battery and battalion; exercise and target practice with small arms and guns of main and secondary batteries; exercise with cane, smallsword, and broadsword; handling and firing torpedoes; use of Richlé and Rodman testing machines; determinations of velocities; experimental determination of range tables, also of the jump and drift; the preparation, inspection, care, and preservation of ordnance material.

NAVIGATION.

Navigation: Observations, with sextant and artificial horizon, for time, longitude, chronometer, correction, latitude, azimuth.

Surveying: Surveying and constructing a chart of a portion of the Severn River.

Compass deviations: Swinging an iron ship, and observing the deviations and the times of vibration of horizontal and vertical needles on different courses; from these observations finding the approximate and the exact coefficients, and the horizontal and the vertical forces acting on the standard and steering compasses; also finding the heeling coefficients for the same compasses without heeling the ship; also correcting the deviations of a compass, using a navy compensating binnacle.

STEAM ENGINEERING.

Shopwork.—The pattern shop: Selection and treatment of different woods for different purposes. Elementary work of the carpenter shop, through mortising, joining, etc., to finished pattern work.

The foundry: Iron and brass casting; the making of bronzes, alloys, etc.

The blacksmith shop: Forging, welding, etc.; tempering, casehardening, etc.; bending and quenching tests of metals.

The boiler shop: Riveting, soft and hard patching, calking, annealing, tube expanding, etc.; testing.

The machine shop: Vise bench work, machine tool work—including the setting of work; turning; planing; boring; slotting, etc.; pipe fitting; preparation of working drawings and working from the same.

Ship work.—Management of main and auxiliary engines; fire-room and engine-room routine, firing, water tending, and oiling; management of engines while manœuvring at sea; determining the condition and locating defects in machinery while in motion; lying under banked fires; coming to anchor; overhauling machinery; cleaning boilers and condensers.

Miscellaneous.—Use of slide rule, averaging machine, apparatus for testing oils and smoke gases; standardizing steam gauges and indicators; preparing specification for purchase of machinery and stores; testing, inspection, and preservation of stores; selection of coals; making of watch, quarter, and stations bills.

PHYSICS AND CHEMISTRY.

Experimental work in the chemical and physical laboratories, illustrating and supplementing the class-room instruction. A large portion of the limited time is devoted to magnetic and electrical measurements, and to the management and uses of electric dynamos and motors.

PHYSICAL TRAINING.

Class drills in calisthenics, free movements and with apparatus.

Special exercises to promote symmetrical development when necessary. Athletic exercises, including boxing and swimming. Dancing.

Summary of practical instruction—Drill periods.

Kind of instruction.	During the academic year.			
	First class.	Second class.	Third class.	Fourth class.
Seamanship.....	23	28	27	47
Boats under oars or sail.....	3	3	15	16
Steam tactics.....	8	8		
Signals.....		5	5	
Battery drill.....	8	8	8	8
Target practice, great guns.....	12	12		
Torpedoes.....	5			
Practical ordnance.....	10	5		
Artillery.....	5	5		
Battalion, artillery.....	11	11	11	11
Target practice, small arms.....		5	7	
Company.....	9	13	10	13
Battalion, infantry.....	11	11	11	11
Sword exercise.....	5	15	15	5
Practical instruction in deviation of compass.....	4			
Practical instruction, navigation.....	14			
Practical surveying.....	10			
Steam.....	50	50	50	
Running steam launches.....				
Practical electricity.....	10			
Turrets.....	7			
General quarters.....	4	4	4	4
Clear ship for action.....	4	4	4	4
Collision drill.....	4	4	4	4
Practical instruction in rigging loft and in sail loft.....				
Bayonet exercise.....				3
Gymnastics and boxing.....				30
Swimming.....				
Dancing.....				18
Setting-up drill.....				2

The instructions in seamanship and gunnery on board of the practice steamers are also made instructions in running and managing the engines and boilers of those vessels. The instructions in naval tactics are also made instructions in running and managing the engines and boilers of the steam launches when practicable.

SUMMER ROUTINE.

(May 20 until October 1, 1902.)

FOURTH CLASS.

Monday, Tuesday, Wednesday, Thursday, Friday—8.30 to 10 a. m.: Infantry and practical ordnance
 Monday, Tuesday, Thursday, Friday—10.15 a. m. to 12.15 p. m.: Modern languages.
 Wednesday—10.15 a. m. to 12.15 p. m.: Boat sailing and sculling.
 Saturday—8.30 a. m. to 12.15 p. m.: Boats.
 Monday, Tuesday, Wednesday, Thursday—3 to 5 p. m.: Steam launches.
 Friday—3 to 5 p. m.: Machine shop.
 Monday, Tuesday, Wednesday, Thursday, Friday: Gymnastic exercises.

TABLE 1.—Number of undergraduates and graduates in public universities, colleges, and schools of technology.

State or Territory.	Collegiate departments.			Graduate departments.						Total number of undergraduate and graduate students.		
				Resident.			Nonresident.					
	Men.	Women.	Total.	Men.	Women.	Total.	Men.	Women.	Total.	Men.	Women.	Total.
United States ..	29,205	8,559	37,764	972	501	1,473	199	51	250	30,376	9,111	39,487
N. Atlantic Division ..	5,258	163	5,421	31	5	36	12	1	13	5,301	169	5,470
S. Atlantic Division ..	4,382	198	4,580	116	7	123	6	1	7	4,504	206	4,710
S. Central Division ..	3,081	567	3,648	75	28	103	19	2	21	3,175	597	3,772
N. Central Division ..	13,034	5,454	18,488	595	317	912	155	46	201	13,784	5,817	19,601
Western Division ..	3,450	2,177	5,627	155	144	299	7	1	8	3,612	2,322	5,934
N. Atlantic Division:												
Maine ..	329	16	345	5	0	5	0	0	0	334	16	350
New Hampshire ..	127	4	131	0	0	0	0	0	0	127	4	131
Vermont ..	234	55	289	1	0	1	2	0	2	237	55	292
Massachusetts ..	1,557	52	1,609	19	4	23	7	0	7	1,583	56	1,639
Rhode Island ..	28	9	37	0	1	1	3	1	4	31	11	42
Connecticut ..	62	18	80	2	0	2	0	0	0	64	18	82
New York ..	1,292	0	1,292	0	0	0	0	0	0	1,292	0	1,292
New Jersey ..	0	0	0	0	0	0	0	0	0	0	0	0
Pennsylvania ..	1,629	9	1,638	4	0	4	0	0	0	1,633	9	1,642
S. Atlantic Division:												
Delaware ..	131	7	138	4	0	4	0	0	0	135	7	142
Maryland ..	456	0	456	0	0	0	0	0	0	456	0	456
Dist. of Columbia ..	92	34	126	3	2	5	0	0	0	95	36	131
Virginia ..	1,120	0	1,120	44	0	44	0	0	0	1,164	0	1,164
West Virginia ..	228	09	297	26	3	29	0	0	0	254	72	326
North Carolina ..	770	15	785	17	1	18	6	1	7	793	17	810
South Carolina ..	785	12	797	17	0	17	0	0	0	802	12	814
Georgia ..	723	22	745	5	0	5	0	0	0	728	22	750
Florida ..	77	39	116	0	1	1	0	0	0	77	40	117
S. Central Division:												
Kentucky ..	321	58	379	11	6	17	0	0	0	332	64	396
Tennessee ..	302	78	380	2	1	3	0	0	0	304	79	383
Alabama ..	458	35	493	24	5	29	0	0	0	482	40	522
Mississippi ..	515	26	541	9	1	10	18	2	20	542	29	571
Louisiana ..	257	0	257	1	0	1	0	0	0	258	0	258
Texas ..	881	248	1,129	22	14	36	0	0	0	903	262	1,165
Arkansas ..	187	45	232	2	1	3	1	0	1	190	46	236
Oklahoma ..	160	77	237	4	0	4	0	0	0	164	77	241
Indian Territory ..	0	0	0	0	0	0	0	0	0	0	0	0
N. Central Division:												
Ohio ..	1,655	631	2,286	20	16	36	32	17	49	1,707	664	2,371
Indiana ..	1,797	480	2,277	69	39	108	11	2	13	1,877	521	2,398
Illinois ..	907	880	1,787	33	2	35	34	5	39	974	387	1,361
Michigan ..	1,798	791	2,589	77	35	112	1	2	2	1,876	827	2,703
Wisconsin ..	1,721	458	2,179	92	34	126	0	0	0	1,813	492	2,305
Minnesota ..	998	666	1,664	127	49	176	0	0	0	1,125	715	1,840
Iowa ..	1,267	484	1,751	61	39	100	31	9	40	1,359	532	1,891
Missouri ..	815	233	1,048	6	7	13	28	9	37	849	249	1,098
North Dakota ..	86	53	139	4	1	5	7	1	8	97	55	152
South Dakota ..	236	106	342	1	2	3	2	0	2	239	108	347
Nebraska ..	726	592	1,318	59	49	108	0	0	0	785	641	1,426
Kansas ..	1,028	580	1,608	46	44	90	9	2	11	1,083	626	1,709
Western Division:												
Montana ..	135	55	190	0	3	3	1	1	2	136	59	195
Wyoming ..	37	40	77	1	1	2	2	0	2	40	41	81
Colorado ..	560	198	758	20	8	28	0	0	0	580	206	786
New Mexico ..	35	20	55	2	0	2	0	0	0	37	20	57
Arizona ..	48	21	69	2	2	4	0	0	0	50	23	73
Utah ..	262	193	455	2	0	2	0	0	0	264	193	457
Nevada ..	112	91	203	0	0	0	3	0	3	115	91	206
Idaho ..	77	69	146	1	2	3	0	0	0	78	71	149
Washington ..	399	145	535	7	9	16	0	0	0	397	154	551
Oregon ..	459	210	669	3	7	10	0	0	0	462	217	679
California ..	1,335	1,135	2,470	117	112	229	1	0	1	1,458	1,247	2,705

UNIVERSITIES, COLLEGES, AND TECHNOLOGICAL SCHOOLS. 1387

TABLE 2.—Number of undergraduate and graduate students in private universities, colleges, and schools of technology.

State or Territory.	Collegiate departments.			Graduate departments.						Total number of undergraduate and graduate students.		
				Resident.			Nonresident.					
	Men.	Women.	Total.	Men.	Women.	Total.	Men.	Women.	Total.	Men.	Women.	Total.
United States ..	44,893	30,174	75,067	3,064	1,335	4,399	436	107	543	48,393	31,616	80,009
N. Atlantic Division ..	20,667	7,933	28,600	1,687	601	2,288	222	40	262	22,576	8,574	31,150
S. Atlantic Division ..	4,502	6,120	10,622	366	106	472	34	1	35	4,962	6,227	11,129
S. Central Division ..	4,644	6,339	10,983	105	110	215	44	21	65	4,793	6,470	11,263
N. Central Division ..	13,075	8,765	21,840	832	446	1,278	122	41	163	14,029	9,252	23,281
W. Division ..	2,005	1,017	3,022	74	72	146	14	4	18	2,093	1,093	3,186
N. Atlantic Division:												
Maine ..	530	235	765	1	5	6	3	3	6	534	243	777
New Hampshire ..	693	0	693	13	0	13	10	0	10	713	0	713
Vermont ..	140	43	183	0	0	0	0	0	0	140	43	183
Massachusetts ..	4,308	3,368	7,676	393	117	510	17	0	17	4,718	3,485	8,203
Rhode Island ..	2,650	176	826	44	34	78	13	3	16	2,707	213	920
Connecticut ..	2,305	42	2,347	277	43	320	37	0	37	2,619	85	2,704
New York ..	5,723	2,553	8,276	660	308	968	15	6	21	6,398	2,862	9,260
New Jersey ..	1,841	303	1,841	124	0	124	0	0	0	1,965	0	1,965
Pennsylvania ..	4,480	1,516	5,996	175	99	274	127	28	155	4,782	1,643	6,425
S. Atlantic Division:												
Delaware ..	0	0	0	0	0	0	0	0	0	0	0	0
Maryland ..	643	805	1,448	173	4	177	1	0	1	817	809	1,626
Dist. Columbia ..	461	198	659	142	14	156	2	0	2	605	212	817
Virginia ..	891	1,961	2,852	24	3	27	0	0	0	915	1,073	1,988
West Virginia ..	100	102	202	0	2	2	0	0	0	100	104	204
North Carolina ..	1,067	1,655	2,722	9	21	30	13	0	13	1,089	1,076	2,165
South Carolina ..	586	1,223	1,812	4	23	27	16	1	17	606	1,250	1,856
Georgia ..	1,628	2,306	3,934	14	38	52	2	0	2	694	1,666	2,360
Florida ..	76	36	112	0	1	1	0	0	0	76	37	113
S. Central Division:												
Kentucky ..	666	1,040	1,706	11	5	16	0	0	0	677	1,045	1,722
Tennessee ..	1,416	1,881	3,297	61	32	93	59	8	47	1,516	1,921	3,437
Alabama ..	480	626	1,106	0	20	20	0	0	0	480	646	1,126
Mississippi ..	342	1,292	1,634	0	15	15	0	0	0	342	1,307	1,649
Louisiana ..	624	419	1,043	33	30	63	4	4	8	661	453	1,114
Texas ..	801	665	1,466	0	8	8	1	9	10	802	682	1,484
Arkansas ..	305	403	708	0	0	0	0	0	0	305	403	708
Oklahoma ..	10	13	23	0	0	0	0	0	0	10	13	23
Indian Territory ..	0	0	0	0	0	0	0	0	0	0	0	0
N. Central Division:												
Ohio ..	2,546	1,553	4,099	42	17	59	19	4	23	2,607	1,574	4,181
Indiana ..	1,450	485	1,935	23	7	30	5	1	6	1,478	493	1,971
Illinois ..	3,469	2,545	6,014	712	388	1,100	32	4	36	4,213	2,937	7,150
Michigan ..	579	326	905	3	3	6	21	5	26	603	354	957
Wisconsin ..	563	278	841	3	2	5	5	5	10	572	285	857
Minnesota ..	626	270	896	0	1	1	7	2	9	633	273	906
Iowa ..	1,373	1,020	2,393	13	6	19	13	7	20	1,399	1,083	2,482
Missouri ..	1,144	1,528	2,672	28	21	49	0	0	0	1,172	1,549	2,721
North Dakota ..	28	16	44	0	0	0	0	0	0	28	16	44
South Dakota ..	86	44	130	0	0	0	0	0	0	86	44	130
Nebraska ..	377	226	603	1	1	2	0	0	0	378	227	605
Kansas ..	833	474	1,307	7	0	7	20	13	33	860	487	1,347
Western Division:												
Montana ..	0	0	0	0	0	0	0	0	0	0	0	0
Wyoming ..	0	0	0	0	0	0	0	0	0	0	0	0
Colorado ..	302	255	557	43	12	55	0	4	4	345	271	616
New Mexico ..	0	0	0	0	0	0	0	0	0	0	0	0
Arizona ..	0	0	0	0	0	0	0	0	0	0	0	0
Utah ..	24	2	26	0	0	0	0	0	0	24	2	26
Nevada ..	0	0	0	0	0	0	0	0	0	0	0	0
Idaho ..	0	0	0	0	0	0	0	0	0	0	0	0
Washington ..	307	76	383	0	0	0	0	0	0	307	76	383
Oregon ..	159	126	285	0	0	0	3	0	3	162	126	288
California ..	1,213	558	1,771	31	60	91	11	0	11	1,255	618	1,873

TABLE 3.—Undergraduate students in universities and colleges for men and for both sexes.

State or Territory.	Number of institutions.	Colleges for men.		Coeducational colleges.			
		Institutions.	Undergraduate students.	Institutions.	Undergraduate students.		
					Men.	Women.	Total.
United States.....	464	134	24,560	330	37,870	21,151	59,021
North Atlantic Division.....	85	48	15,482	37	7,421	2,629	10,050
South Atlantic Division.....	73	31	3,474	42	3,155	1,081	4,236
South Central Division.....	77	18	1,885	59	4,582	2,472	7,054
North Central Division.....	190	31	3,046	159	18,947	12,143	31,090
Western Division.....	39	6	673	33	3,765	2,826	6,591
North Atlantic Division:							
Maine.....	4	1	254	3	605	226	831
New Hampshire.....	2	2	690	0	0	0	0
Vermont.....	3	1	70	2	304	98	402
Massachusetts.....	9	6	3,720	3	335	453	768
Rhode Island.....	1	0	0	1	650	176	826
Connecticut.....	3	2	2,038	1	267	42	3,009
New York.....	23	17	3,676	6	2,603	1,005	3,608
New Jersey.....	5	5	1,582	0	0	0	0
Pennsylvania.....	35	14	3,452	21	2,657	649	3,306
South Atlantic Division:							
Delaware.....	2	1	110	1	21	7	28
Maryland.....	11	7	646	4	120	129	249
District of Columbia.....	7	4	174	3	379	187	566
Virginia.....	11	7	924	4	394	107	501
West Virginia.....	3	0	0	3	328	107	435
North Carolina.....	14	5	643	9	803	178	981
South Carolina.....	9	2	212	7	636	87	723
Georgia.....	11	4	733	7	353	204	557
Florida.....	5	1	32	4	121	75	196
South Central Division:							
Kentucky.....	11	4	289	7	698	309	1,007
Tennessee.....	24	4	320	20	1,398	791	2,189
Alabama.....	6	3	320	3	298	73	371
Mississippi.....	4	1	175	3	324	28	347
Louisiana.....	8	3	568	5	313	266	579
Texas.....	14	3	213	11	1,005	567	1,572
Arkansas.....	7	0	0	7	492	398	890
Oklahoma.....	1	0	0	1	44	32	76
Indian Territory.....	2	0	0	2	10	13	23
North Central Division:							
Ohio.....	34	4	265	30	3,583	1,962	5,545
Indiana.....	13	4	674	9	1,340	897	2,237
Illinois.....	31	8	835	23	3,190	2,695	5,885
Michigan.....	9	1	78	8	1,650	959	2,609
Wisconsin.....	9	2	165	7	2,119	780	2,899
Minnesota.....	9	2	155	7	1,469	925	2,394
Iowa.....	25	3	254	22	1,583	1,363	2,946
Missouri.....	22	4	402	18	1,557	799	2,356
North Dakota.....	3	0	0	3	101	57	158
South Dakota.....	5	0	0	5	142	100	242
Nebraska.....	10	1	71	9	1,032	818	1,850
Kansas.....	20	2	147	18	1,181	788	1,969
Western Division:							
Montana.....	1	0	0	1	32	28	60
Wyoming.....	1	0	0	1	37	40	77
Colorado.....	4	1	30	3	484	409	893
New Mexico.....	1	0	0	1	7	3	10
Arizona.....	1	0	0	1	48	21	69
Utah.....	2	0	0	2	148	119	267
Nevada.....	1	0	0	1	112	91	203
Idaho.....	1	0	0	1	77	69	146
Washington.....	7	2	219	5	353	192	545
Oregon.....	8	0	0	8	343	213	556
California.....	12	3	424	9	2,124	1,641	3,765

TABLE 5.—Classification of universities and colleges for men and for both sexes according to amount of endowment funds.

State or Territory.	Institutions having—																									
	Number of institutions.	No endowment funds.	\$1 to \$4,999.	\$5,000 to \$9,999.	\$10,000 to \$14,999.	\$15,000 to \$24,999.	\$25,000 to \$49,999.	\$50,000 to \$99,999.	\$100,000 to \$199,999.	\$200,000 to \$299,999.	\$300,000 to \$399,999.	\$400,000 to \$499,999.	\$500,000 to \$599,999.	\$600,000 to \$699,999.	\$700,000 to \$799,999.	\$800,000 to \$899,999.	\$900,000 to \$999,999.	\$1,000,000 to \$1,249,999.	\$1,250,000 to \$1,499,999.	\$1,500,000 to \$1,999,999.	\$2,000,000 to \$2,999,999.	\$3,000,000 to \$3,999,999.	\$4,000,000 to \$4,999,999.	\$5,000,000 to \$7,499,999.	\$7,500,000 to \$9,500,000.	Over \$12,500,000.
United States.....	464	147	12	17	11	23	22	49	54	39	14	17	9	4	4	2	1	9	4	4	5	1	2	3	1	3
N. Atlantic Division.....	85	18	1	2	1	4	4	6	5	5	2	12	4	1	3	1	5	1	3	3	3	1	1	2	1	2
S. Atlantic Division.....	73	24	1	1	1	6	4	10	11	8	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2
S. Central Division.....	77	38	3	3	2	9	4	6	6	3	3	3	3	1	1	1	1	1	1	1	1	1	1	1	1	1
N. Central Division.....	190	52	3	3	7	6	9	12	27	25	25	1	4	3	1	1	3	1	1	1	1	1	1	1	1	1
Western Division.....	39	17	3	1	1	2	5	...	5	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
N. Atlantic Division:																										
Maine.....	4	...	...	...	...	...	...	...	...	1	1	1	...	...	...	1	...	...	...	...	...	...	...	...	...	...
New Hampshire.....	2	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Vermont.....	3	...	...	1	...	...	...	...	...	...	...	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Massachusetts.....	9	1	1	...	1	...	...	...	...	...	...	...	...	1	...	...	2	1	1	...	...	...	...	...	...	1
Rhode Island.....	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Connecticut.....	3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
New York.....	23	5	1	...	3	1	1	1	1	1	...	2	2	1	1	1	1	1	1	...	...	...	...	1	1	1
New Jersey.....	5	3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Pennsylvania.....	35	8	...	...	...	3	5	4	3	1	7	1	1	1	1	1	1	1	1	...	...	...	...	1	...	...
S. Atlantic Division:																										
Delaware.....	2	1	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Maryland.....	11	6	1	...	2	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
District of Columbia.....	7	3	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Virginia.....	11	1	1	1	...	...	...	...	...	2	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...
West Virginia.....	3	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
North Carolina.....	14	3	1	...	2	2	2	2	1	1	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...
South Carolina.....	9	3	1	...	1	2	1	2	1	1	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Georgia.....	11	4	1	...	2	1	1	1	1	1	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Florida.....	5	2	...	...	...	...	1	1	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
S. Central Division:																										
Kentucky.....	11	2	1	...	...	...	1	3	1	1	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Tennessee.....	24	11	1	1	1	1	1	2	2	2	1	1	...	...	...	...	...	...	1	...	...	...	...	...	...	...
Alabama.....	6	4	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Mississippi.....	4	1	...	...	...	...	...	...	1	1	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...
Louisiana.....	8	3	2	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...
Texas.....	14	10	...	...	...	2	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1
Arkansas.....	7	3	...	1	1	1	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Oklahoma.....	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Indian Territory.....	2	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
N. Central Division:																										
Ohio.....	34	6	...	...	2	3	6	8	2	2	...	1	1	1	...	...	1	1	1	...	...	...	...	...	...	...
Indiana.....	13	3	...	...	2	...	1	1	1	1	...	1	1	1	...	...	...	...	...	...	...	...	...	...	...	...
Illinois.....	31	8	3	...	1	2	4	5	1	1	...	1	1	1	...	...	...	...	...	...	...	...	...	...	...	1
Michigan.....	9	1	...	...	...	...	...	...	...	...	2	5	...	1	...	...	...	...	...	...	...	...	...	...	...	...
Wisconsin.....	9	2	1	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Minnesota.....	9	4	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...
Iowa.....	25	4	1	1	1	1	3	8	1	3	2	2	2	2	2	2	2	...	...	...	...	...	...	...	...	...
Missouri.....	22	7	1	1	2	...	2	3	4	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...
North Dakota.....	3	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
South Dakota.....	5	4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Nebraska.....	10	2	...	2	1	...	1	1	1	1	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Kansas.....	20	9	2	2	...	3	2	2	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Western Division:																										
Montana.....	1	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Wyoming.....	1	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Colorado.....	4	2	...	...	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
New Mexico.....	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Arizona.....	2	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Utah.....	2	...	...	...	...	...	...	...	1	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Nevada.....	1	...	...	...	...	...	...	...	1	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Idaho.....	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Washington.....	1	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Oregon.....	8	1	2	...	1	...	2	...	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
California.....	12	5	1	1	...	2	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	1

UNIVERSITIES, COLLEGES, AND TECHNOLOGICAL SCHOOLS. 1391

TABLE 6.—Professors and instructors in universities and colleges for men and for both sexes.

State or Territory.	Number of institutions.	Preparatory departments.		Collegiate departments.		Professional departments.		Total number (excluding duplicates).	
		Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.
United States.....	464	2,436	995	7,956	955	4,622	87	13,951	1,994
North Atlantic Division.....	85	423	74	2,567	81	1,559	15	4,559	179
South Atlantic Division.....	73	276	106	852	75	449	3	1,499	172
South Central Division.....	77	299	190	723	156	544	4	1,422	309
North Central Division.....	190	1,185	523	3,111	544	1,701	64	5,284	1,149
Western Division.....	39	253	102	700	99	369	1	1,187	185
North Atlantic Division:									
Maine.....	4	0	0	92	2	34	0	122	2
New Hampshire.....	2	14	0	62	0	18	0	89	0
Vermont.....	3	0	0	56	0	31	0	87	0
Massachusetts.....	9	48	7	452	10	401	8	920	18
Rhode Island.....	1	0	0	76	1	0	0	76	1
Connecticut.....	3	0	0	256	0	92	0	360	0
New York.....	23	214	27	795	28	620	7	1,682	72
New Jersey.....	5	20	5	153	0	5	0	173	5
Pennsylvania.....	35	127	35	625	40	358	0	1,050	61
South Atlantic Division:									
Delaware.....	2	2	1	21	1	0	0	23	2
Maryland.....	11	71	11	181	14	68	1	292	18
District of Columbia.....	7	43	2	142	5	241	1	462	15
Virginia.....	11	21	6	125	1	45	0	173	10
West Virginia.....	3	18	6	39	5	4	0	52	11
North Carolina.....	14	46	21	149	16	62	0	234	29
South Carolina.....	9	23	9	71	5	5	0	90	12
Georgia.....	11	23	18	77	19	17	0	109	41
Florida.....	5	29	31	47	9	7	1	64	34
South Central Division:									
Kentucky.....	11	56	43	94	13	117	0	264	53
Tennessee.....	24	80	52	223	74	245	0	497	106
Alabama.....	6	11	3	62	2	31	0	96	3
Mississippi.....	4	15	1	40	2	5	0	54	2
Louisiana.....	8	32	30	102	15	54	2	166	43
Texas.....	14	54	37	120	24	50	2	214	55
Arkansas.....	7	29	14	57	17	37	0	102	28
Oklahoma.....	1	21	1	21	1	5	0	21	2
Indian Territory.....	2	1	9	7	8	0	0	8	17
North Central Division:									
Ohio.....	34	196	69	581	92	322	3	1,017	195
Indiana.....	13	49	11	205	25	21	0	244	38
Illinois.....	31	198	94	667	81	458	42	1,190	249
Michigan.....	9	44	17	214	28	137	3	335	57
Wisconsin.....	9	50	10	244	22	51	1	276	36
Minnesota.....	9	92	25	176	33	221	6	419	56
Iowa.....	25	145	95	301	97	168	5	480	179
Missouri.....	22	152	78	257	44	183	0	495	107
North Dakota.....	3	19	9	29	9	10	0	48	11
South Dakota.....	5	29	24	43	10	2	0	54	30
Nebraska.....	10	67	36	228	42	69	0	342	83
Kansas.....	20	144	55	216	61	109	4	384	108
Western Division:									
Montana.....	1	8	5	8	5	0	0	8	5
Wyoming.....	1	15	3	15	3	0	0	15	3
Colorado.....	4	33	10	80	14	151	1	265	32
New Mexico.....	1	8	2	8	2	0	0	8	2
Arizona.....	1	8	5	10	2	0	0	11	5
Utah.....	2	46	4	31	2	0	0	56	5
Nevada.....	1	6	3	13	4	0	0	17	6
Idaho.....	1	3	2	12	4	0	0	15	6
Washington.....	7	33	23	65	15	8	0	96	29
Oregon.....	8	21	16	67	19	56	0	151	39
California.....	12	67	29	391	29	154	0	545	53

TABLE 7.—*Students in universities and colleges for men and for both sexes.*

State or Territory.	Preparatory departments.		Collegiate departments.		Graduate departments.				Professional departments.	
	Men.	Women.	Men.	Women.	Resident.		Nonresident.		Men.	Women.
					Men.	Women.	Men.	Women.		
United States	32,094	14,508	62,430	21,051	3,895	1,456	609	154	30,248	1,005
North Atlantic Division.....	6,408	960	22,903	2,629	1,696	444	224	40	9,301	317
South Atlantic Division.....	3,465	1,532	6,629	1,081	452	36	40	2	3,229	64
South Central Division.....	5,761	3,026	6,467	2,472	155	69	62	23	4,709	68
North Central Division.....	13,871	7,188	21,993	12,043	1,376	700	263	85	11,621	467
Western Division	2,589	1,802	4,438	2,826	216	207	20	4	1,388	89
North Atlantic Division:										
Maine.....	0	0	859	226	6	1	3	3	161	5
New Hampshire.....	68	0	690	0	13	0	10	0	72	0
Vermont.....	0	0	374	98	1	0	2	0	215	0
Massachusetts.....	466	25	4,055	433	392	35	17	0	2,361	121
Rhode Island.....	0	0	650	176	44	34	13	3	0	0
Connecticut.....	0	0	2,305	42	277	43	37	0	496	0
New York.....	3,724	241	6,279	1,005	660	292	15	6	3,589	182
New Jersey.....	252	48	1,582	0	124	0	0	0	33	0
Pennsylvania.....	1,898	646	6,109	649	179	39	127	28	2,424	9
South Atlantic Division:										
Delaware.....	25	20	131	7	4	0	0	0	0	0
Maryland.....	658	79	766	129	173	0	1	0	347	45
District of Columbia.....	515	35	553	187	145	16	2	0	1,693	17
Virginia.....	366	114	1,318	107	48	0	0	0	513	2
West Virginia.....	222	71	328	107	26	3	0	0	125	0
North Carolina.....	658	314	1,446	178	23	1	19	1	350	0
South Carolina.....	380	287	848	87	14	2	16	1	40	0
Georgia.....	394	270	1,086	204	19	12	2	0	138	0
Florida.....	307	342	153	75	0	2	0	0	23	0
South Central Division:										
Kentucky.....	1,333	654	987	309	22	9	0	0	1,111	0
Tennessee.....	1,711	994	1,718	791	63	15	39	8	1,723	32
Alabama.....	112	85	618	73	6	1	0	0	252	2
Mississippi.....	172	18	499	23	6	1	17	2	71	0
Louisiana.....	545	263	881	266	34	28	4	4	638	2
Texas.....	1,089	516	1,218	567	19	14	1	9	620	28
Arkansas.....	554	315	492	398	2	1	1	0	268	0
Oklahoma.....	133	89	44	32	3	0	0	0	26	4
Indian Territory.....	112	92	10	13	0	0	0	0	0	0
North Central Division:										
Ohio.....	2,253	1,237	3,848	1,962	62	29	51	21	1,696	14
Indiana.....	851	261	2,014	897	69	32	5	1	264	17
Illinois.....	2,442	1,310	4,025	2,695	745	380	66	9	3,345	200
Michigan.....	433	174	1,728	959	73	38	22	6	1,657	59
Wisconsin.....	618	80	2,284	680	95	36	5	5	314	5
Minnesota.....	1,121	288	1,624	925	127	50	7	2	1,236	47
Iowa.....	1,435	1,088	1,837	1,363	68	41	44	16	1,129	76
Missouri.....	2,141	1,122	1,959	799	34	16	28	9	915	4
North Dakota.....	189	192	101	57	2	1	7	1	20	0
South Dakota.....	359	314	142	100	0	0	2	0	8	0
Nebraska.....	843	445	1,103	818	60	50	0	0	567	32
Kansas.....	1,186	677	1,328	788	41	27	26	15	470	13
Western Division:										
Montana.....	86	90	32	28	0	3	0	0	0	0
Wyoming.....	58	35	37	40	1	2	0	0	0	0
Colorado.....	400	315	514	409	57	20	0	4	325	12
New Mexico.....	45	38	7	3	0	0	0	0	0	0
Arizona.....	82	60	48	21	2	2	0	0	0	0
Utah.....	520	467	148	119	2	0	0	0	0	0
Nevada.....	63	65	112	91	0	0	3	0	0	0
Idaho.....	76	58	77	69	1	2	0	0	0	0
Washington.....	368	173	572	192	5	8	0	0	134	9
Oregon.....	223	168	343	213	0	0	3	0	132	13
California.....	668	333	2,548	1,641	148	171	12	0	797	55

TABLE 8.—Students pursuing various courses in universities and colleges for men and for both sexes.

State or Territory.	Students in undergraduate courses.										Colleges studying—		Students in pedagogy.		Students in commercial course.		Students in military drill.		
	Classical course.	Other general culture courses.	General science.	Agriculture.	Mechanical engt-nering.	Civil engineering.	Electrical engt-nering.	Chemical engt-nering.	Mining engt-nering.	Architecture.	Sanitary engt-nering.	Latin.	Greek.	Men.	Women.	Men.		Women.	
United States	44,779	14,237	6,087	1,508	3,489	3,504	1,817	583	1,129	279	16	27,932	16,242	4,510	5,265	6,859	2,000	14,285	
North Atlantic Division	13,814	2,749	2,473	252	1,641	1,717	869	181	299	254	12	9,024	5,904	1,495	573	991	140	3,091	
New Hampshire	690	94	706	94	178	156	38	38	15	2	1	3,604	1,738	475	453	481	173	1,227	
Vermont	121	125	540	111	380	279	45	66	2	2	3	3,750	2,057	912	966	1,611	432	2,667	
Massachusetts	3,711	256	1,412	32	1,112	1,005	727	84	355	11	3	10,110	5,632	1,482	2,789	3,191	1,066	5,299	
Rhode Island	325	6	855	63	855	1,005	727	84	355	11	3	10,110	5,632	1,482	2,789	3,191	1,066	5,299	
Connecticut	1,466	79	855	63	855	1,005	727	84	355	11	3	10,110	5,632	1,482	2,789	3,191	1,066	5,299	
New York	3,166	1,103	626	92	928	62	30	6	6	12	12	2,638	1,769	978	293	381	159	1,582	
New Jersey	949	343	343	57	491	186	34	19	85	61	.....	753	585	12	0	.....	.....	159
Pennsylvania	2,677	998	911	13	491	583	361	75	85	61	.....	3,114	1,684	402	229	568	139	801
South Atlantic Division:																			
Delaware	9	56	2	6	5	31	23	0	0	0	.....	53	10	0	2	4	0	85
Maryland	437	222	137	19	51	2	.....	.....	.....	.....	.....	416	217	8	47	41	1	293
District of Columbia	353	22	16	.....	.....	.....	.....	.....	.....	.....	.....	231	162	12	95	72	68	.....
Virginia	1,159	202	.....	.....	.....	.....	.....	.....	.....	.....	.....	604	241	113	17	43	.....	.....
West Virginia	259	37	.....	.....	.....	.....	.....	.....	.....	.....	.....	90	241	31	20	41	30	144
North Carolina	1,089	286	218	37	79	.....	.....	.....	.....	.....	.....	800	478	84	97	108	19	106
South Carolina	503	208	71	.....	.....	.....	.....	.....	.....	.....	.....	580	223	78	67	67	.....	107
Georgia	577	217	163	31	.....	.....	.....	.....	.....	.....	.....	749	320	39	48	32	.....	273
Florida	48	58	59	1	6	0	0	0	0	0	.....	31	10	50	60	42	.....	229
South Central Division:																			
Kentucky	538	173	235	13	137	50	8	4	.....	.....	.....	536	326	269	162	330	76	583
Tennessee	1,820	327	27	46	99	29	29	9	.....	.....	.....	1,396	639	388	438	446	137	480
Alabama	480	121	71	.....	.....	.....	.....	.....	.....	.....	.....	300	139	10	2	86	0	258
Mississippi	341	94	.....	.....	.....	.....	.....	.....	.....	.....	.....	370	196	140	119	10	370	85
Louisiana	288	218	112	37	140	53	53	53	.....	.....	.....	300	263	17	79	291	10	465

TABLE 8.—Students pursuing various courses in universities and colleges for men and for both sexes—Continued.

State or Territory.	Students in undergraduate courses.										College students studying—		Students in pedagogy.		Students in commercial course.		Students in military drill.	
	Classical course.	Other general culture courses.	General science course.	Agriculture.	Mechanical engineering.	Civil engineering.	Electrical engineering.	Chemical engineering.	Mining engineering.	Architecture.	Sanitary engineering.	Latin.	Greek.	Men.	Women.	Men.		Women.
South Central Division—Cont'd.																		
Texas.....	1,398	127	79	66	66	66	66	66	66	66	66	66	66	66	66	66	66	66
Arkansas.....	685	72	13	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14
Oklahoma.....	72	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Indian Territory.....	11	10	2															
North Central Division.																		
Ohio.....	2,711	1,823	139	49	121	149	102	20	35	8	2,613	1,248	235	323	484	311	822	
Indiana.....	2,041	1,471	192	21	98	98	59	7	3	3	750	450	170	152	97	13	13	
Illinois.....	3,947	1,483	336	227	131	169	109	7	62	3	1,436	858	202	794	521	136	689	
Michigan.....	1,648	1,378	85	43	297	98	43	15	7	8	907	466	42	46	71	20	20	
Wisconsin.....	1,579	809	448	48	207	98	116	21	109	107	902	466	131	107	87	56	749	
Minnesota.....	1,519	908	114	31	92	100	95	21	4	4	672	354	57	104	224	14	894	
Iowa.....	1,302	1,167	883	222	38	104	63	19	139	140	1,585	834	244	480	453	121	413	
Missouri.....	1,014	280	229	15	15	15	2	2	2	2	668	469	140	146	388	50	993	
North Dakota.....	13	112	18		34	58	86	4	4	4	143	14	20	109	65	25	118	
South Dakota.....	129	74	11		34	58	86	4	4	4	45	25	24	107	127	48	105	
Nebraska.....	1,137	262	114	11	34	58	86	4	4	4	214	214	64	169	107	55	528	
Kansas.....	1,366	309	112	7	46	46	45	2	4	4	860	546	153	261	627	215	388	
Western Division:																		
Montana.....	25	7	20		8						40	6	3	7				
Wyoming.....	2	12	6		11						10	6	1	31	23	11	75	
Colorado.....	576	135	124		44						171	124	21	30				
New Mexico.....	5										3		4	6	5	7		
Arizona.....	0	17	2	0	2	4	0	4	40	0	2	0	0	0	0	0	0	
Utah.....	106										40	6	85	268	91	34	112	
Nevada.....	55		18	1	17	2	0	60	53	0	40	0	2	49	23	31	170	
Idaho.....	30	14	33	0	10	15	0	0	28	0	17	10	1	2	0	0	125	
Washington.....	461	99	40		10	13	22	0	51		311	152	6	145	6	26	488	
Oregon.....	328	102	54		10	20	10	10	15		198	73	15	66	84	37	779	
California.....	1,273	1,202	277	61	367	249	47	175	248	12	602	534	12	16	200	35		

TABLE 10.—Degrees conferred on men by universities and colleges for men and for both sexes.

State or Territory.	A. M.	M. S.	M. L.	Ph. M.	C. E.	M. E.	E. E.	E. M.	M. M. E.	M. Ped.	M. Acc's.	M. Dip.	D. C. L.	Sc. D.	Ph. D.	Ped. D.	M. C. S.	
United States....	1,149	133	16	19	166	190	67	38	4	11	81	5	16	5	239	8	7	
N. Atlantic Division....	571	57	5	5	127	160	52	24	4	11	7				4	133	8	7
S. Atlantic Division....	130	9			5	5	1				11	5	16		29			
S. Central Division....	76	12			4	2					12				3			
N. Central Division....	326	47	5	10	26	23	13	14			51			1	62			
Western Division....	46	8	6				1								7			
N. Atlantic Division:																		
Maine.....	4	3			3	2												
New Hampshire.....	7				13												7	
Vermont.....		4																
Massachusetts.....	146													3	30			
Rhode Island.....					3													
Connecticut.....	53	8	5			2									30			
New York.....	184	7		3	56	131	31	17	4	11					53	8		
New Jersey.....	63	9			15	3									1			
Pennsylvania.....	114	25		2	37	25	18	7			7			1	19			
S. Atlantic Division:																		
Delaware.....	17																	
Maryland.....	23	1				2	2								18			
Dist. of Columbia.....	23	4			2	2	1					5	16		3			
Virginia.....	37				3	1									7			
West Virginia.....	17	1													1			
North Carolina.....	23	3									6							
South Carolina.....	12																	
Georgia.....	1																	
Florida.....											5							
S. Central Division:																		
Kentucky.....	10	3				2												
Tennessee.....	36	4			1										8			
Alabama.....	7				3						3							
Mississippi.....	9	1																
Louisiana.....	7	1		4														
Texas.....	7	3			3						9							
Arkansas.....					1													
N. Central Division:																		
Ohio.....	68	9		4	11	11	6	9							14			
Indiana.....	24				3	2												
Illinois.....	67	9		3	1	1					21				28			
Michigan.....	74	1			2									1	7			
Wisconsin.....	9	6	3	1			1								6			
Minnesota.....	15	1			8	9	6	2			31				3			
Iowa.....	26	16		1	1													
Missouri.....	20	4	2		1			3										
North Dakota.....	1																	
South Dakota.....															1			
Nebraska.....	8														3			
Kansas.....	14	1		1														
Western Division:																		
Colorado.....	18	3													3			
Washington.....	1																	
Oregon.....							1											
California.....	27	5	6												4			

TABLE 11.—Degrees conferred on women by coeducational universities and colleges.

State or Territory.	A. B.	B. S.	Ph. B.	B. L.	B. L. S.	B. Arch.	B. Mus.	B. Ped.	L. I.	B. O.	B. Acc'g.	A. M.	M. S.	Ph. M.	M. L.	M. Ped.	Ph. D.	Ped. D.	
United States	1,655	259	407	334	15	1	63	45	81	4	8	266	19	9	9	9	22	3	
North Atlantic Division.....	308	44	101	39	...	1	13	...	...	...	...	103	6	4	1	8	19	3	
South Atlantic Division.....	55	19	10	1	...	...	1	8	3	...	2	13	1	...	...	1	...	...
South Central Division.....	100	43	12	27	...	...	...	2	78	1	...	20	5	...	...	...	...	...
North Central Division.....	976	121	257	183	15	...	31	26	...	3	3	112	6	5	3	...	2	...	
Western Division.....	216	32	27	84	...	...	18	9	...	...	3	18	1	...	5	...	1	...	
North Atlantic Division:																			
Maine.....	43	2	1	...	...	...	...	...	...	...	...	2	...	...	...	...	...	...	...
Vermont.....	5	5	9	...	...	...	...	...	...	...	...	10	1	...	...	...	...	...	...
Massachusetts.....	62	...	21	1	...	...	2	...	...	...	...	2	...	...	...	...	...	...	...
Rhode Island.....	20	...	15	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Connecticut.....	6	3	10	...	...	...	...	...	...	...	...	1	2	...	...	...	9	...	...
New York.....	114	25	30	6	...	1	9	...	...	...	...	76	1	2	1	8	9	3	...
Pennsylvania.....	58	9	15	32	...	...	2	...	...	...	...	12	2	2	...	...	1	...	...
South Atlantic Division:																			
Maryland.....	14	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
District of Columbia.....	11	3	...	1	...	...	...	5	...	...	2	6	...	...	...	...	...	...	...
Virginia.....	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...
West Virginia.....	8	...	1	...	...	...	...	...	...	...	...	4	...	...	...	...	...	...	...
North Carolina.....	8	4	6	...	...	...	...	...	...	...	...	2	...	...	...	1	...	...	...
South Carolina.....	4	5	2	...	...	...	...	...	3	...	...	1	...	...	...	...	...	...	...
Georgia.....	8	4	...	...	...	...	...	3	...	...	...	...	...	...	...	...	...	...	...
Florida.....	2	3	1	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...
South Central Division:																			
Kentucky.....	15	9	...	7	...	...	...	2	...	...	...	3	3	...	...	...	...	...	...
Tennessee.....	39	16	...	5	...	...	...	...	78	...	...	...	...	...	...	...	...	...	...
Alabama.....	1	...	...	...	...	...	...	...	...	...	...	3	...	...	...	...	...	...	...
Mississippi.....	3	...	1	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...
Louisiana.....	12	...	...	...	...	...	...	...	...	...	...	3	...	...	...	...	...	...	...
Texas.....	19	10	5	11	...	...	...	...	...	1	...	6	2	...	...	...	...	...	...
Arkansas.....	7	4	6	4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Oklahoma.....	3	4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Indian Territory.....	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
North Central Division:																			
Ohio.....	122	25	62	54	...	...	4	...	...	1	...	12	...	...	...	...	...	...	...
Indiana.....	60	5	19	...	...	...	1	...	...	...	...	11	...	...	...	...	...	...	...
Illinois.....	238	31	21	13	15	...	3	...	...	...	...	25	2	4	1	...	1	...	...
Michigan.....	147	2	7	3	...	...	...	10	...	...	...	14	...	...	...	...	1	...	...
Wisconsin.....	23	18	14	73	...	...	...	...	...	...	...	4	1	...	1	...	...	...	...
Minnesota.....	106	1	13	6	...	...	1	...	...	...	...	10	...	...	...	...	...	...	...
Iowa.....	62	13	99	3	...	...	13	12	...	...	...	10	3	...	...	...	...	...	...
Missouri.....	44	6	2	22	...	...	1	3	...	...	...	11	...	1	...	...	...	...	...
North Dakota.....	7	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
South Dakota.....	12	1	2	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Nebraska.....	63	10	2	5	...	...	...	...	...	...	...	5	...	...	...	...	...	...	...
Kansas.....	92	8	16	3	...	...	8	1	...	2	3	10	...	1	...	...	...	...	...
Western Division:																			
Montana.....	9	1	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...
Wyoming.....	1	...	...	...	...	...	...	2	...	...	...	...	...	...	...	...	...	...	...
Colorado.....	31	4	21	...	...	...	...	...	...	...	...	6	...	...	...	...	...	...	...
Arizona.....	...	...	3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Utah.....	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Nevada.....	8	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Idaho.....	1	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...
Washington.....	13	2	1	...	...	...	...	4	...	...	...	1	...	...	...	...	...	...	...
Oregon.....	13	5	...	3	...	...	5	3	...	...	3	2	1	...	...	...	...	...	...
California.....	139	20	2	81	...	...	12	...	...	...	...	8	...	...	5	...	1	...	...

TABLE 13.—Property of universities and colleges for men and for both sexes.

State or Territory.	Number of fellowships.	Number of scholarships.	Libraries.			Value of scientific apparatus, machinery, and furniture.	Value of grounds and buildings.	Productive funds.
			Volumes.	Pamphlets.	Value.			
United States	458	9,360	8,784,307	2,263,628	\$12,422,688	\$17,269,534	\$154,529,288	\$164,298,786
North Atlantic Division ..	162	4,668	3,981,318	1,047,739	5,645,566	8,297,469	64,519,320	79,129,996
South Atlantic Division ...	40	1,138	943,103	249,407	1,867,406	969,255	16,352,083	9,165,361
South Central Division ...	42	1,307	601,419	155,418	1,847,332	1,287,307	12,205,092	8,661,561
North Central Division ...	204	1,892	2,779,249	604,598	3,863,256	9,463,856	51,705,024	41,674,865
Western Division	10	355	473,218	206,466	699,128	1,251,647	10,747,769	25,667,008
North Atlantic Division:								
Maine	5	222	157,088	27,500	204,560	136,304	1,587,819	1,908,166
New Hampshire	1	200	87,000	20,000	252,000	200,800	1,159,000	2,429,594
Vermont	1	232	93,266	37,993	184,000	113,000	835,000	895,500
Massachusetts	35	1,049	856,077	378,550	900,500	1,946,500	9,973,271	20,022,157
Rhode Island	1	100	125,000	30,000	250,000	103,000	1,200,000	2,225,621
Connecticut	1	179	456,130	128,185	500,000	602,500	7,231,700	8,193,754
New York	66	1,588	1,201,044	255,642	2,043,196	2,491,593	23,326,637	28,529,403
New Jersey	13	562	226,120	51,200	253,500	680,600	4,045,500	3,000,000
Pennsylvania	40	586	746,493	118,669	1,055,870	2,113,172	15,168,333	11,923,861
South Atlantic Division:								
Delaware	1	1	12,400	9,300	26,400	31,800	143,000	83,000
Maryland	23	179	221,600	114,150	356,791	200,794	2,341,127	2,588,943
District of Columbia ..	7	153	177,557	34,311	204,000	260,025	4,807,907	1,371,349
Virginia	9	267	182,650	20,900	272,000	110,200	2,950,000	1,968,233
West Virginia	1	41	25,000	1,500	46,500	35,000	840,000	179,370
North Carolina	1	335	132,000	43,700	220,375	109,650	2,109,000	1,093,459
South Carolina	1	136	85,025	9,010	113,400	95,450	1,034,500	557,150
Georgia	1	21	88,621	13,436	81,440	45,350	1,533,000	899,587
Florida	1	6	24,250	3,100	46,500	86,956	576,849	427,300
South Central Division:								
Kentucky	7	312	98,800	21,800	98,000	126,170	1,562,615	1,871,853
Tennessee	20	637	197,055	53,060	294,996	507,962	3,745,477	2,851,879
Alabama	6	7	62,250	20,930	96,775	116,125	988,000	350,000
Mississippi	1	15	30,238	7,500	60,000	106,150	515,000	954,000
Louisiana	1	272	72,130	12,200	167,600	167,600	2,453,000	1,678,813
Texas	8	15	101,000	21,200	177,000	150,900	2,130,000	759,016
Arkansas	1	49	29,746	17,228	33,490	74,700	576,000	193,000
Oklahoma	1	1	7,000	1,500	6,361	35,000	150,000	0
Indian Territory	1	1	3,200	1,500	1,500	2,700	85,000	1,000
North Central Division:								
Ohio	33	504	628,467	203,291	825,800	798,467	10,356,266	7,868,136
Indiana	1	48	222,790	28,000	373,250	378,150	4,140,970	2,286,256
Illinois	90	763	622,687	80,465	718,903	1,152,560	11,777,926	14,029,149
Michigan	11	92	271,947	28,433	460,658	948,231	2,740,657	1,950,530
Wisconsin	26	82	157,571	43,088	258,551	355,561	2,674,842	2,324,986
Minnesota	3	1	148,200	34,100	169,600	312,000	2,774,215	1,884,142
Iowa	12	169	210,810	27,500	251,062	407,317	3,118,498	2,206,038
Missouri	10	149	233,690	78,100	423,025	403,324	4,827,000	7,524,439
North Dakota	1	1	14,425	5,300	29,800	25,925	2,582,000	65,000
South Dakota	1	6	23,500	4,500	26,500	54,000	426,650	121,090
Nebraska	12	19	91,208	14,017	146,060	346,231	1,917,100	888,903
Kansas	6	59	153,954	51,804	182,050	282,000	3,370,900	526,136
Western Division:								
Montana	0	0	6,150	6,000	6,000	50,000	125,000	500,000
Wyoming	0	0	15,000	7,000	21,800	90,100	250,000	21,451
Colorado	0	128	73,000	32,000	85,463	69,297	1,402,300	374,444
New Mexico	0	3	6,000	3,000	7,000	2,600	75,000	0
Arizona	0	0	5,828	11,000	12,273	32,877	123,454	0
Utah	0	53	24,500	12,470	28,637	69,891	420,477	469,061
Nevada	0	3	8,425	8,050	18,305	47,782	197,461	129,000
Idaho	0	0	4,500	2,100	7,000	50,000	200,000	0
Washington	0	32	54,276	26,600	66,000	75,400	1,485,000	252,000
Oregon	1	48	39,589	6,235	52,600	32,300	569,000	347,500
California	9	88	235,950	92,011	391,050	732,100	5,899,597	23,349,547

TABLE 14.—Income of universities and colleges for men and for both sexes.

State or Territory.	Tuition and other fees.	From product-ive funds.	State or municipal appropria-tions.	Federal appropria-tions.	From other sources.	Total.	Benefac-tions.
United States.....	\$9,311,572	\$7,322,254	\$5,100,331	\$995,413	\$2,382,599	\$25,112,169	\$14,840,629
North Atlantic Division.	4,363,716	3,396,771	503,621	198,500	919,618	9,382,226	6,386,315
South Atlantic Division.	717,368	495,877	466,150	251,267	184,633	2,115,295	737,210
South Central Division..	744,035	531,282	448,778	137,208	310,935	2,172,238	542,009
North Central Division..	3,107,067	1,857,487	2,932,995	208,438	838,919	8,944,906	6,787,354
Western Division.....	379,386	1,040,837	748,787	200,000	128,494	2,497,504	387,741
North Atlantic Division:							
Maine.....	77,024	72,428	15,000	40,000	19,389	223,841	114,495
New Hampshire.....	71,885	93,419	15,000	0	6,818	187,122	50,246
Vermont.....	21,556	38,189	15,000	40,000	17,598	132,943	52,500
Massachusetts.....	1,000,040	895,578	0	0	129,656	2,025,274	1,308,683
Rhode Island.....	88,834	85,138	0	0	6,274	180,246	395,307
Connecticut.....	512,371	358,585	0	0	65,904	936,860	696,355
New York.....	1,542,198	1,219,569	267,118	38,500	566,566	3,633,951	2,023,628
New Jersey.....	131,867	143,669	0	40,000	423	315,959	79,447
Pennsylvania.....	917,941	490,196	190,903	40,000	106,990	1,746,030	1,665,654
South Atlantic Division:							
Delaware.....	60	4,980	15,500	40,000	8,157	68,697	.....
Maryland.....	123,242	122,361	68,200	40,000	14,193	372,996	40,500
District of Columbia.	204,030	75,653	0	107,100	48,788	435,571	57,037
Virginia.....	155,337	109,202	75,000	0	32,748	372,287	168,000
West Virginia.....	14,303	8,543	156,550	35,000	12,728	227,124	15,250
North Carolina.....	114,834	64,489	39,100	0	20,517	238,940	198,226
South Carolina.....	29,488	30,380	32,550	0	21,095	113,513	35,717
Georgia.....	46,500	50,137	13,000	16,667	18,932	145,296	161,602
Florida.....	24,514	30,132	66,250	12,500	7,475	140,871	70,878
South Central Division:							
Kentucky.....	61,570	90,527	55,078	36,375	34,310	277,860	137,777
Tennessee.....	249,022	146,991	20,000	40,000	125,879	581,892	76,862
Alabama.....	47,200	26,500	10,600	0	49,350	133,650	15,000
Mississippi.....	30,545	54,000	3,500	0	7,000	95,045	53,600
Louisiana.....	107,253	110,819	21,000	27,651	17,894	284,623	36,650
Texas.....	186,108	89,645	165,000	0	58,002	498,755	152,120
Arkansas.....	55,161	12,800	53,600	33,182	13,100	167,843	56,700
Oklahoma.....	1,500	0	120,000	0	0	121,500	0
Indian Territory.....	5,670	0	0	0	5,400	11,070	11,900
North Central Division:							
Ohio.....	438,986	333,145	410,982	25,000	173,093	1,431,206	1,237,276
Indiana.....	173,297	208,499	100,000	0	23,160	504,956	354,450
Illinois.....	1,074,455	516,371	524,561	40,000	174,049	2,329,436	3,238,098
Michigan.....	262,244	120,617	403,525	0	127,705	914,091	90,332
Wisconsin.....	110,253	87,279	289,000	40,000	84,208	610,740	411,628
Minnesota.....	175,513	79,825	406,181	40,000	57,005	758,524	83,491
Iowa.....	270,528	100,703	188,775	0	80,431	640,437	720,604
Missouri.....	280,191	236,344	180,221	23,438	45,452	765,646	404,177
North Dakota.....	10,091	7,000	50,000	0	6,189	73,280	14,500
South Dakota.....	28,156	6,600	40,000	0	8,781	83,531	39,000
Nebraska.....	115,750	82,524	119,750	40,000	11,892	369,916	88,369
Kansas.....	167,609	28,580	220,000	0	46,954	463,143	105,429
Western Division:							
Montana.....	0	15,000	35,765	0	0	50,765	250
Wyoming.....	474	0	23,855	40,000	1,382	65,711	0
Colorado.....	94,252	38,394	80,000	0	37,292	249,938	43,717
New Mexico.....	350	0	13,000	0	0	13,350	200
Arizona.....	1,491	0	20,877	40,000	2,460	64,828	0
Utah.....	19,090	23,513	66,436	0	20,182	129,221	594
Nevada.....	0	5,160	28,340	40,000	598	74,098	0
Idaho.....	300	0	11,000	40,000	966	52,266	150
Washington.....	69,185	13,000	75,000	0	19,676	176,861	71,500
Oregon.....	30,397	21,480	47,760	0	6,440	109,077	37,804
California.....	163,847	921,290	346,754	40,000	39,498	1,511,389	235,526

TABLE 15.—Professors and students in colleges for women, Division A.

State.	Number of institutions.		Professors and instructors.						Students.										
			Preparatory departments.		Collegiate departments.		Total number (excluding duplicates).		Preparatory.	Collegiate.	Graduate.	Total.	College students in—					Number in—	
			Men.	Women.	Men.	Women.	Men.	Women.					Classical course.	Other general culture courses.	General science course.	Latin.	Greek.	Pedagogy.	Business course.
United States	13	0	14	264	336	272	362	209	5,398	151	5,828	5,203	28	54	1,737	616	173	4	
N. Atlantic Div	9	0	0	237	268	239	284	0	4,716	146	4,932	4,567	48	1,460	564	127	...	...
S. Atlantic Div	2	0	0	26	31	26	31	0	603	5	608	591	6	245	44	46	...	...
N. Central Div	1	0	10	0	12	0	18	31	50	...	81	44	6	20	5	...	...	...
Western Div	1	0	4	1	25	7	29	178	29	...	207	1	28	12	3	...	...	4
N. Atlantic Div.: Massachusetts	4	0	0	144	175	144	175	0	2,859	82	2,941	2,858	...	617	276	95	...	...
New York	4	0	0	66	77	68	93	0	1,474	11	1,555	1,326	48	712	252	17	...	...
Pennsylvania	1	0	0	27	16	27	16	0	383	53	436	383	...	131	36	15	...	...
S. Atlantic Div.: Maryland	1	0	0	14	16	14	16	0	343	2	345	343	...	111	29	...	...	...
Virginia	1	0	0	12	15	12	15	0	260	3	263	248	...	134	15	46	...	...
N. Central Div.: Illinois	1	0	10	0	12	0	18	31	50	...	81	44	6	20	5	...	...	...
Western Div.: California	1	0	4	1	25	7	29	178	29	...	207	1	28	12	3	...	...	4

TABLE 16.—Degrees conferred by colleges for women, Division A.

State.	A. B.	B. S.	B. L.	B. Mus.	A. M.	Ph. D.	Honorary.	
							A. M.	Mus. D.
United States	819	11	90	3	38	4	4	2
North Atlantic Division	745	10	84	3	35	4	4	...
South Atlantic Division	67	...	...	...	3	...	...	...
North Central Division	7	1	...	...	...	...	...	...
Western Division . . . . .	...	...	6	...	...	...	...	2
North Atlantic Division: Massachusetts	477	5	84	3	27	2	2	...
New York	205	5	...	...	5	...	2	...
Pennsylvania	63	...	...	...	3	2	...	...
South Atlantic Division: Maryland	56	...	...	...	...	...	...	...
Virginia	11	...	...	...	3	...	...	...
North Central Division: Illinois	7	1	...	...	...	...	...	...
Western Division: California . . . . .	...	...	6	...	...	...	...	2

TABLE 17.—*Property of colleges for women, Division A.*

State.	Number of fellowships.	Number of scholarships.	Libraries.			Value of scientific apparatus.	Value of grounds and buildings.	Productive funds.
			Volumes.	Pamphlets.	Value.			
United States	17	334	221,867	17,850	\$436,765	\$804,843	\$7,871,872	\$6,142,684
North Atlantic Division	15	255	197,467	15,250	386,765	677,843	6,597,672	5,455,278
South Atlantic Division	2	55	11,400	2,300	15,000	77,000	824,200	486,500
North Central Division		7	7,000		15,000	25,000	150,000	125,906
Western Division		17	6,000	300	20,000	25,000	300,000	75,000
North Atlantic Division:								
Massachusetts		122	100,895	5,500	217,000	374,800	3,359,000	2,637,850
New York	1	62	60,572	1,750	94,765	249,043	2,366,862	1,817,428
Pennsylvania	14	71	36,000	8,000	75,000	54,000	871,810	1,000,000
South Atlantic Division:								
Maryland	2	41	7,900	1,800	10,000	47,000	697,200	384,500
Virginia	0	14	3,500	500	5,000	30,000	127,000	102,000
North Central Division:								
Illinois		7	7,000		15,000	25,000	150,000	125,906
Western Division:								
California		17	6,000	300	20,000	25,000	300,000	75,000

TABLE 18.—*Income of colleges for women, Division A.*

State.	Income.				Benefactions.
	Tuition and other fees.	From productive funds.	From other sources.	Total.	
United States	\$1,215,602	\$289,806	\$182,585	\$1,687,993	\$1,466,680
North Atlantic Division	1,116,299	265,012	160,202	1,541,513	1,392,165
South Atlantic Division	64,216	17,498	20,882	102,596	66,101
North Central Division	16,087	4,296	1,501	21,884	7,914
Western Division	19,000	3,000	0	22,000	500
North Atlantic Division:					
Massachusetts	584,451	124,323	39,700	748,474	292,000
New York	462,254	78,689	25,744	566,687	528,016
Pennsylvania	69,594	62,000	94,758	226,352	572,149
South Atlantic Division:					
Maryland	36,831	12,136	17,984	66,951	63,000
Virginia	27,385	5,362	2,898	35,645	3,101
North Central Division:					
Illinois	16,087	4,296	1,501	21,884	7,914
Western Division:					
California	19,000	3,000	0	22,000	500

TABLE 19.—Professors and students in colleges for women, Division B.

State.	Number of institutions.		Professors and instructors.		Elementary.	Secondary.	Collegiate.	Graduate.	Total number.	Graduated in 1902.	Students.						College students in—			Number in—					
	Men.	Women.	Men.	Women.							A. B. degree.	Ph. B. degree.	M. E. L. or B. L. degree.	B. S. degree.	Other first degrees.	Latin.	Greek.	Pedagogy.	Music.	Art.	College students pursuing courses leading to—		Latin.	Music.	Art.
																					A. B. degree.	Ph. B. degree.				M. E. L. or B. L. degree.	B. S. degree.	Other first degrees.
United States.....	118		398	1,405	1,905	5,496	11,136	175	19,135	1,456	3,024	80	1,407	1,068	234	5,313	465	724	9,758	1,966					
North Atlantic Division.....	10		56	175	54	1,227	660	11	2,091	174	302	...	108	51	30	830	81	12	529	130					
North Atlantic Division.....	46		177	486	605	1,401	4,633	72	6,873	523	1,645	8	282	382	146	2,006	134	102	831	831					
South Atlantic Division.....	43		107	472	1,037	1,638	4,377	7	7,161	516	1,246	31	686	566	93	1,705	125	564	3,442	569					
North Central Division.....	18		57	251	1,198	1,334	1,443	26	2,959	233	408	40	321	79	25	749	118	31	1,855	417					
Western Division.....	1		21		11	136		1		2	23	1	0	0	23			25	71	19					
North Atlantic Division:																									
Maine.....	2		11	12	238		25	4	267	16	5				30	50	8	12	32	4					
Massachusetts.....	1		9	22	91		76	0	167	26	0				0	40	1	1	101	10					
New York.....	1		6	49	40	551	60	0	657	26	0				0	360	18	1	101	10					
Pennsylvania.....	6		30	92	14	347	493	7	1,000	106	297		108	51	0	380	54	1	390	116					
South Atlantic Division:																									
Maryland.....	4		22	52	41	359	333	2	735	43	59	8	33	83	22	252	31	29	265	75					
District of Columbia.....	1		7	13	0	0	45	0	45	0	28	0	11	0	0	32	24	0	65	108					
Virginia.....	9		35	72	106	194	703	0	1,011	85	50	0	2	0	0	239	3	0	96	25					
West Virginia.....	1		2	13	17	43	61	2	126	29	29	0	45	6	22	378	46	28	929	194					
North Carolina.....	9		30	110	126	398	891	21	1,524	121	442	44	85	62	76	354	17	31	616	139					
South Carolina.....	9		36	95	168	168	1,151	21	1,461	119	498	116	116	145	26	512	13	19	1,290	290					
Georgia.....	10		45	131	230	239	1,446	26	1,971	161	539	116	116	145	26	512	13	19	1,290	290					
South Central Division:																									
Kentucky.....	10		25	84	211	242	789	2	1,244	83	286	40	40	133	3	365	22	82	523	92					
Tennessee.....	10		28	119	252	274	1,168	18	1,712	151	211	100	124	55	533	22	15	859	146						
Alabama.....	7		13	76	127	102	582	20	831	90	197	25	188	37	10	178	20	30	448	92					
Mississippi.....	11		23	126	247	613	1,289	15	2,187	108	427	6	220	141	25	394	29	369	949	176					
Louisiana.....	3		5	20	63	74	153	2	292	16	39	38	71	64	1	64	1	1	114	10					
Texas.....	4		12	39	106	293	346	8	774	60	66	80	40	10	121	30	40	479	44						
Arkansas.....	1		1	8	31	40	50		121	8	20	20	20	10	50	1	18	180	9						
North Central Division:																									
Ohio.....	3		5	60	0	194	222	4	450	39	130	0	47	29	25	190	41	0	259	69					
Illinois.....	2		4	32	40	190	180	10	420	32	50	0	0	0	0	110	8	10	225	65					
Wisconsin.....	1		2	20	0	169	56	0	245	5	7	0	0	0	0	35	7	0	70	16					
Minnesota.....	1		0	9	0	17	11		28	3	0	0	0	0	0	0	0	0	21	4					
Missouri.....	10		46	115	138	544	962	12	1,704	154	170	40	295	59	346	44	1	1	1,161	248					
Kansas.....	1		0	15	20	80	12		112	2	...	...	...	...	40	5	...	...	112	15
Western Division:																									
California.....	1		1	21	11	36	23	1	71	2	23	1	0	0	23	7	23	25	71	19					

TABLE 20.—Degrees conferred by colleges for women, Division B.

State.	M. E. L. or B. L.	A. B.	B. S.	A. L. B.	L. A.	B. Mus.	B. Paint.	B. O.	A. M.	L. I.	M. L.
United States.....	340	526	169	2	1	112	16	11	36	9	1
North Atlantic Division.....	16	47	11		1	12			2		
South Atlantic Division.....	78	241	50	2		38	9		9	6	
South Central Division.....	140	119	76			26	4	3	22	3	1
North Central Division.....	70	45	19			25	3	8	3		
Western Division.....	33	74	13			11					
North Atlantic Division:											
Maine.....		1			1				2		
Pennsylvania.....	16	46	11			12					
South Atlantic Division:											
Maryland.....	9	13	11			3			1		
Virginia.....	5	19	15			10	3		4		
North Carolina.....	11	59	3			9	2		1		
South Carolina.....	17	76	8	2		5	4		3	6	
Georgia.....	36	74	13			11					
South Central Division:											
Kentucky.....	9	34	20			3			2		
Tennessee.....	32	24	14			4	2	3	11	3	
Alabama.....	22	25	6			6	1		8		
Mississippi.....	57	26	19			4	1		1		1
Louisiana.....	3	1	12								
Texas.....	17	7	5			3					
Arkansas.....		2				6					
North Central Division:											
Ohio.....	15	13	4			4					
Illinois.....		7									
Wisconsin.....	3	2									
Minnesota.....		1				1					
Missouri.....	52	20	15			20	3	8	3		
Kansas.....		2									
Western Division:											
California.....	36	74	13			11					

TABLE 21.—*Property of colleges for women, Division B.*

State.	Libraries.		Value of scientific apparatus.	Value of grounds and buildings.	Productive funds.
	Volumes.	Value.			
United States.....	281,346	\$307,065	\$169,950	\$9,118,487	\$1,048,415
North Atlantic Division.....	51,300	65,200	56,600	1,253,000	253,000
South Atlantic Division.....	97,566	113,400	39,150	3,578,750	152,500
South Central Division.....	74,148	62,625	19,900	2,139,000	215,589
North Central Division.....	50,832	53,840	34,300	1,909,737	427,326
Western Division.....	7,500	12,000	20,000	238,000	0
North Atlantic Division:					
Maine.....	11,000	10,000	4,000	208,000	195,000
Massachusetts.....	2,400	5,000	2,000	200,000	1,000
New York.....	8,000	8,000	12,000	200,000	47,000
Pennsylvania.....	29,900	42,200	38,600	645,000	10,000
South Atlantic Division:					
Maryland.....	15,000	25,500	7,950	725,000	25,000
District of Columbia.....	5,000	11,000			
Virginia.....	7,650	8,350	4,400	451,000	
West Virginia.....	1,400	2,000	1,000	80,000	
North Carolina.....	23,406	26,500	7,700	783,000	10,000
South Carolina.....	16,710	17,900	8,150	599,500	13,000
Georgia.....	28,400	22,150	9,950	940,250	104,500
South Central Division:					
Kentucky.....	14,000	10,300	4,900	440,000	100
Tennessee.....	16,748	13,700	2,250	425,000	30,000
Alabama.....	9,000	8,150	1,550	413,000	7,000
Mississippi.....	17,300	14,000	8,550	471,000	156,489
Louisiana.....	6,800	6,475	750	105,000	22,000
Texas.....	9,800	9,000	1,800	240,000	
Arkansas.....	500	1,000	100	45,000	0
North Central Division:					
Ohio.....	21,000	25,000	18,000	571,737	100,000
Illinois.....	3,500	3,000	4,000	235,000	3,500
Wisconsin.....	4,932	3,840	3,000	158,000	162,326
Minnesota.....	2,000	2,500	500	40,000	10,000
Missouri.....	16,900	17,500	7,800	705,000	121,500
Kansas.....	2,500	2,000	1,000	200,000	30,000
Western Division:					
California.....	7,500	12,000	20,000	238,000	0

TABLE 22.—Income of colleges for women, Division B.

State or Territory.	Income.					Benefac- tions.
	Tuition and other fees.	From pro- ductive funds.	State ap- propria- tions.	From other sources.	Total.	
United States	\$1,951,686	\$42,201	\$70,163	\$202,469	\$2,266,469	\$305,875
North Atlantic Division	243,065	8,968	1,213	92,040	345,286	37,000
South Atlantic Division	712,242	7,230	800	83,984	804,256	159,050
South Central Division	552,442	4,206	68,150	21,250	646,048	66,975
North Central Division	418,887	21,797	0	5,195	445,879	42,850
Western Division	25,000	0	0	0	25,000	0
North Atlantic Division:						
Maine	9,221	7,674	500	650	18,045	25,000
Massachusetts	15,000	35	0	64,965	80,000	.....
New York	63,844	1,259	713	4,425	70,241	.....
Pennsylvania	155,000	0	0	22,000	177,000	12,000
South Atlantic Division:						
Maryland	103,650	1,000	0	10,000	114,650	250
District of Columbia	12,775	0	0	0	12,775	0
Virginia	137,779	0	0	0	137,779	4,000
West Virginia	18,560	0	0	0	18,560	66,000
North Carolina	128,620	0	0	35,300	163,920	23,500
South Carolina	117,380	730	300	11,975	130,385	18,900
Georgia	193,478	5,500	500	26,709	226,187	46,400
South Central Division:						
Kentucky	95,250	6	0	300	95,556	.....
Tennessee	169,890	1,800	0	0	171,690	.....
Alabama	50,900	400	0	5,800	57,100	3,500
Mississippi	153,564	0	68,150	0	221,714	.....
Louisiana	15,700	2,000	0	150	17,850	75
Texas	57,138	0	0	15,000	72,138	63,000
Arkansas	10,000	0	0	0	10,000	400
North Central Division:						
Ohio	68,315	5,200	0	495	74,110	8,400
Illinois	80,000	100	0	0	80,100	24,000
Wisconsin	49,672	7,500	0	0	57,172	.....
Minnesota	4,800	800	0	4,700	9,800	8,200
Missouri	198,100	6,197	0	0	204,297	7,250
Kansas	18,000	2,400	0	0	20,400	.....
Western Division:						
California	25,000	0	0	0	25,000	.....

TABLE 23.—Professors and students in schools of technology.

State or Territory.	Professors and instructors.						Students.										
	Preparatory departments.		Collegiate departments.		Total number.		Preparatory.		Collegiate.		Graduate.				Total number.		
	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Resident.		Non-resident.		Men.	Women.	
											Men.	Women.	Men.	Women.			
United States..	43	114	39	1,213	106	1,292	132	3,058	673	11,667	1,148	141	54	26	4	16,584	2,466
N. Atlantic Division..	10	18	3	375	13	385	13	267	8	3,022	91	22	5	10	1	3,361	122
S. Atlantic Division..	8	23	0	243	0	250	0	291	0	2,255	1	30	0	0	0	2,605	74
S. Central Division..	5	20	2	92	2	112	4	804	129	1,258	57	25	4	1	0	2,157	234
N. Central Division..	11	30	18	335	60	362	74	1,023	230	4,115	632	51	37	14	2	6,406	1,180
Western Division..	9	23	16	168	31	183	41	673	306	1,017	316	13	8	1	1	2,055	856
N. Atlantic Division:																	
New Hampshire..	1	0	0	19	0	19	0	0	0	127	4	0	0	0	0	127	4
Massachusetts..	3	0	0	199	2	199	2	0	0	1,810	52	20	4	7	0	1,837	56
Rhode Island..	1	5	3	17	7	17	7	43	8	28	9	0	1	3	1	111	24
Connecticut..	1	0	0	17	3	17	3	0	0	62	18	2	0	0	0	64	18
New York..	3	0	0	101	1	101	1	0	0	736	8	0	0	0	0	739	20
New Jersey..	1	13	0	22	0	32	0	224	0	259	0	0	0	0	0	483	0
S. Atlantic Division:																	
Maryland..	1	0	0	71	0	71	0	0	0	333	0	0	0	0	0	333	0
Virginia..	2	0	0	53	0	53	0	0	0	693	0	20	0	0	0	713	0
North Carolina..	2	9	0	39	0	43	0	75	0	391	1	3	0	0	0	498	74
South Carolina..	2	8	0	46	0	48	0	100	0	523	0	7	0	0	0	630	0
Georgia..	1	6	0	34	0	35	0	116	0	315	0	0	0	0	0	431	0
S. Central Division:																	
Alabama..	1	3	0	21	0	24	0	58	0	320	6	18	4	0	0	396	10
Mississippi..	2	16	0	27	0	43	0	633	54	358	6	3	0	1	0	1,023	0
Texas..	1	0	0	28	0	28	0	0	0	464	0	3	0	0	0	467	0
Oklahoma..	1	1	2	16	2	17	4	113	75	116	45	1	0	0	0	271	164
N. Central Division:																	
Ohio..	1	0	0	27	0	27	0	0	0	353	0	0	0	0	0	388	0
Indiana..	2	0	0	93	8	93	8	0	0	1,233	68	23	14	11	2	1,267	84
Illinois..	1	14	2	27	0	41	2	335	33	351	0	0	0	0	0	686	33
Michigan..	2	0	0	60	9	60	9	72	0	649	158	7	0	0	0	728	158
Iowa..	1	0	0	49	20	49	20	203	47	803	141	6	4	0	0	1,316	204
North Dakota..	1	6	4	16	5	22	5	45	32	13	12	2	6	0	0	497	145
South Dakota..	2	8	2	25	5	30	7	129	59	180	50	1	2	0	0	507	177
Kansas..	1	2	10	38	13	40	23	239	59	533	254	12	17	3	0	1,017	379
Western Division:																	
Montana..	2	1	2	23	9	24	10	58	49	103	27	0	6	1	1	162	77
Colorado..	2	7	3	45	3	45	3	102	28	348	44	6	0	0	0	529	130
New Mexico..	2	2	5	18	5	19	8	117	55	28	17	2	0	0	0	196	89
Utah..	1	6	3	23	3	29	6	212	90	138	76	0	0	0	0	350	166
Washington..	1	7	3	36	4	43	7	151	79	125	29	2	1	0	0	497	227
Oregon..	1	0	0	23	7	23	7	33	5	275	123	3	7	0	0	321	167

TABLE 24.—*Students pursuing various courses in schools of technology.*

State or Territory.	College students in—												Students in—				
	General culture courses.	General science courses.	Agriculture.	Mechanical engineering.	Civil engineering.	Electrical engineering.	Chemical engineering.	Mining engineering.	Textile engineering.	Architecture.	Sanitary engineering.	Latin.	Pedagogy.		Business course.		Military drill.
													Men.	Women.	Men.	Women.	
United States.	22	1,252	1,964	2,874	1,250	1,386	275	708	86	72	14	355	9	9	274	148	7,836
N. Atlantic Div.	22	41	329	527	419	204	83	76	...	40	14	7	...	...	4	6	1,190
S. Atlantic Div.	...	152	150	710	143	302	33	...	86	...	...	76	...	...	...	...	1,951
S. Central Div.	...	123	459	304	127	62	...	...	...	...	...	148	...	...	...	...	1,341
N. Central Div.	...	816	855	1,060	461	803	99	316	...	23	...	12	9	4	52	30	2,192
Western Div.	...	120	171	273	100	15	60	316	...	...	...	112	0	5	218	112	1,162
N. Atlantic Div.:																	
New Hampshire.	...	31	51	29	...	12	8	...	...	...	...	...	...	...	...	...	86
Massachusetts.	...	4	210	225	146	166	69	76	...	40	14	...	...	...	...	...	568
Rhode Island.	11	1	6	1	8	3	...	...	...	...	...	...	...	...	2	4	65
Connecticut.	11	5	62	0	0	0	0	0	...	0	...	7	0	0	2	2	45
New York.	...	...	...	13	265	23	6	...	...	...	...	...	...	...	...	...	426
New Jersey.	...	...	...	259	...	...	...	...	...	...	...	...	...	...	...	...	...
S. Atlantic Div.:																	
Maryland.	...	...	...	...	...	...	...	...	...	...	...	76	...	...	...	...	333
Virginia.	...	22	35	162	103	164	12	...	...	...	...	...	...	...	...	...	683
North Carolina.	...	...	72	155	32	58	11	...	...	...	...	...	...	...	...	...	312
South Carolina.	...	130	43	88	8	80	...	41	...	...	...	...	...	...	...	...	623
Georgia.	...	...	...	305	...	...	10	...	45	...	...	...	...	...	...	...	...
S. Central Div.:																	
Alabama.	...	60	97	55	29	57	...	...	...	...	101	...	...	...	...	...	278
Mississippi.	...	...	116	81	...	...	...	...	...	...	...	...	...	...	...	...	599
Texas.	...	...	206	115	98	...	...	...	...	...	...	7	...	...	...	...	464
Oklahoma.	...	63	40	53	...	5	...	...	...	...	...	40	...	...	...	...	...
N. Central Div.:																	
Ohio.	...	...	...	127	48	64	42	68	...	4	...	...	...	...	...	...	...
Indiana.	...	173	120	369	238	331	16	...	7	...	...	...	...	...	...	...	419
Illinois.	...	...	...	87	56	140	41	...	8	...	...	...	...	...	...	...	...
Michigan.	...	...	293	177	...	...	197	...	...	...	...	...	...	...	...	...	400
Iowa.	...	193	194	91	119	163	...	15	...	...	...	0	0	0	0	0	550
North Dakota.	...	22	0	3	0	0	0	0	...	0	...	0	0	0	0	0	9
South Dakota.	...	98	43	37	...	8	36	...	4	...	12	9	4	52	30	...	164
Kansas.	...	328	205	169	...	97	...	...	4	...	...	...	...	...	...	...	650
Western Div.:																	
Montana.	...	24	2	13	6	4	...	58	...	...	15	0	5	39	24	...	55
Colorado.	...	80	74	97	19	...	211	...	9	...	6	...	...	54	36	...	300
New Mexico.	...	...	3	22	4	...	8	6	...	...	20	...	...	15	10	...	...
Utah.	...	16	22	3	57	...	...	...	...	...	15	...	...	74	20	...	205
Washington.	...	...	6	32	14	...	24	...	...	...	...	...	...	...	...	...	281
Oregon.	...	...	64	106	...	11	52	17	...	...	56	...	...	36	22	...	321

TABLE 25.—Degrees conferred by schools of technology. *

State or Territory.	On men.											On women.				Honorary.					
	A. B.	B. S.	B. Agr.	B. S. A.	B. C. E.	B. M. E.	B. E.	C. E.	M. E.	E. E.	E. M.	M. S.	Ph. D.	A. B.	B. Agr.	B. S.	M. S.	M. S.	M. E.	A. M.	B. E. E.
United States	9	875	14	9	6	7	12	26	70	9	41	39	1	2	4	92	7	10	1	1	2
North Atlantic Division	280	7	...	...	...	...	...	21	54	...	...	10	1	...	4	7	...	6	...	...	...
South Atlantic Division	131	7	...	...	...	...	12	2	7	...	...	11	...	...	...	1	...	1	...	...	...
South Central Division	102	...	...	...	...	...	...	...	...	...	...	11	...	...	...	6	...	...	...	...	...
North Central Division	315	...	5	6	6	...	...	3	1	8	9	17	16	...	...	7	...	3	...	...	...
Western Division	9	47	1	...	...	1	...	...	...	...	...	24	2	...	2	23	...	...	1	1	2
North Atlantic Division:																					
New Hampshire .....	...	6	...	...	...	...	...	...	...	...	1	...	...	...	...	1	...	6	...	...	...
Massachusetts	255	...	...	...	...	...	...	...	...	...	9	1	...	...	...	...	...	...	...	...	...
Rhode Island	4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Connecticut	7	...	...	...	...	...	...	...	...	...	...	...	...	...	4	...	...	...	...	...	...
New York	13	...	...	...	...	...	...	21	...	...	...	...	...	...	...	...	...	...	...	...	...
New Jersey .....	...	...	...	...	...	...	...	...	34	...	...	...	...	...	...	...	...	...	...	...	...
South Atlantic Division:																					
Virginia	42	...	...	...	...	...	...	2	7	...	...	...	...	...	...	1	...	...	...	...	...
North Carolina	1	7	...	...	...	...	12	...	...	...	...	...	...	...	...	...	...	...	...	...	...
South Carolina	62	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Georgia	26	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
South Central Division:																					
Alabama	35	...	...	...	...	...	...	...	1	...	10	...	...	...	...	1	...	1	...	...	...
Mississippi	25	...	...	...	...	...	...	...	...	...	1	...	...	...	...	1	...	...	...	...	...
Texas	28	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Oklahoma	14	...	...	...	...	...	...	...	...	...	...	...	...	...	...	4	...	...	...	...	...
North Central Division:																					
Ohio	44	...	...	...	...	...	...	3	1	1	...	1	...	...	...	...	...	...	...	...	...
Indiana	121	...	...	...	...	...	...	5	5	...	11	...	...	...	...	6	6	...	...	...	...
Illinois	32	...	...	...	...	...	...	2	3	...	...	...	...	...	...	...	...	...	...	...	...
Michigan	65	...	...	...	...	...	...	...	...	17	...	...	...	...	...	...	...	3	...	...	...
Iowa	7	...	8	6	6	...	...	...	...	...	2	...	...	...	...	13	1	...	...	...	...
North Dakota	3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...
South Dakota	11	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3	...	...	...	...	...
Kansas	32	...	...	...	...	...	...	...	...	...	2	...	...	...	...	19	...	...	...	...	...
Western Division:																					
Montana	2	...	1	...	1	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	2
Colorado	9	...	...	...	...	...	...	...	...	24	1	...	...	...	...	6	...	...	1	...	...
New Mexico	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3	...	...	...	...	...
Utah	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...
Washington	9	12	...	...	...	...	...	...	...	...	1	...	2	...	...	...	...	...	1	...	...
Oregon	20	...	...	...	...	...	...	...	...	...	...	...	...	...	...	12	...	...	...	...	...

TABLE 26.—*Property of schools of technology.*

State or Territory.	Number of fellowships.	Number of scholarships.	Libraries.			Value of scientific apparatus and machinery.	Value of grounds and buildings.	Productive funds.
			Volumes.	Pamphlets.	Value.			
United States	12	1,193	494,981	140,312	\$818,172	\$3,510,219	\$24,001,683	\$14,454,783
North Atlantic Division ..	11	408	178,466	46,143	294,751	877,134	9,334,548	5,970,103
South Atlantic Division ..	.....	726	78,124	10,398	122,932	674,652	6,184,805	665,212
South Central Division ...	1	9	41,540	26,207	72,385	238,726	1,133,787	912,159
North Central Division ....	.....	49	139,250	24,060	223,206	1,326,419	5,987,693	6,552,663
Western Division .....	.....	1	57,601	33,504	104,898	393,288	1,360,850	354,646
North Atlantic Division:								
New Hampshire .....	.....	.....	9,435	6,500	9,800	31,400	104,516	80,000
Massachusetts	10	408	87,684	19,143	166,613	548,502	2,202,843	4,501,761
Rhode Island .....	.....	.....	10,029	4,000	13,679	101,061	218,000	50,000
Connecticut	0	0	9,208	1,000	21,000	21,020	127,000	135,000
New York	1	.....	52,610	15,500	65,659	100,151	6,282,189	543,342
New Jersey	0	0	9,500	.....	18,000	75,000	400,000	660,000
South Atlantic Division:								
Maryland .....	.....	.....	43,101	.....	75,000	160,000	4,890,000	364,312
Virginia .....	.....	454	15,341	7,138	27,600	136,956	498,740	.....
North Carolina .....	.....	196	4,875	1,200	6,832	72,696	161,785	125,000
South Carolina .....	.....	73	11,807	2,060	12,000	205,000	434,280	175,900
Georgia .....	.....	3	3,000	.....	1,500	100,000	200,000	.....
South Central Division:								
Alabama .....	.....	8	16,417	2,000	31,808	33,000	148,307	253,500
Mississippi	1	1	11,658	9,250	17,112	75,952	376,980	449,659
Texas .....	.....	.....	5,500	4,000	5,500	69,045	500,000	209,000
Oklahoma	0	0	7,965	10,957	17,965	60,729	108,500	.....
North Central Division:								
Ohio .....	.....	40	5,000	.....	5,000	75,000	500,000	2,000,000
Indiana .....	.....	.....	22,611	4,800	28,000	424,564	529,000	940,000
Illinois .....	.....	5	15,649	.....	15,000	300,000	3,000,000	1,500,000
Michigan .....	.....	4	40,339	3,060	82,495	310,530	599,026	915,454
Iowa .....	.....	.....	15,000	3,500	29,000	110,000	560,000	683,709
North Dakota	0	0	8,500	600	16,000	25,000	186,000	22,319
South Dakota .....	.....	.....	7,626	10,600	6,100	29,000	263,000	.....
Kansas	0	0	24,525	1,500	41,611	52,325	350,667	491,181
Western Division:								
Montana .....	.....	.....	6,000	5,000	25,000	70,000	275,000	31,900
Colorado .....	.....	.....	20,500	11,400	37,250	148,934	355,057	89,520
New Mexico .....	.....	1	9,950	4,100	13,100	49,000	112,500	.....
Utah	0	0	10,500	11,000	6,548	36,354	228,293	101,670
Washington .....	.....	.....	7,381	2,004	20,000	70,000	270,000	0
Oregon	0	0	3,270	.....	3,000	19,000	120,000	131,556

TABLE 27.—Income of schools of technology.

State or Territory.	Income.						Benefactions.
	Tuition and other fees.	From productive funds.	State appropriations.	Federal appropriations.	From other sources.	Total.	
United States.....	\$610,387	\$587,039	\$1,266,999	\$1,954,185	\$378,003	\$4,796,613	\$426,783
North Atlantic Division...	347,202	175,995	109,800	926,142	86,041	1,645,180	313,008
South Atlantic Division...	65,812	38,625	257,432	408,443	26,268	796,580	40,200
South Central Division....	3,850	76,156	122,282	140,100	83,254	425,642	.....
North Central Division....	166,869	270,050	448,855	239,500	150,206	1,275,480	73,075
Western Division.....	26,654	26,213	328,630	240,000	32,234	653,731	500
North Atlantic Division:							
New Hampshire.....	1,631	4,800	25,500	40,000	28,302	100,233	.....
Massachusetts.....	263,658	111,003	52,500	40,000	38,848	506,009	152,808
Rhode Island.....	0	2,500	15,000	40,000	0	57,500	.....
Connecticut.....	0	6,700	16,800	32,500	16,000	72,000	100
New York.....	45,283	25,319	0	773,642	168	844,412	130
New Jersey.....	36,630	25,673	0	0	2,723	65,026	160,000
South Atlantic Division:							
Maryland.....	0	0	0	309,276	0	309,276	.....
Virginia.....	28,115	21,859	50,000	31,667	15,482	147,123	10,000
North Carolina.....	10,055	7,500	53,011	40,000	4,495	115,061	10,200
South Carolina.....	15,642	9,266	111,921	27,500	6,291	170,620	.....
Georgia.....	12,000	0	42,500	0	0	54,500	20,000
South Central Division:							
Alabama.....	920	20,280	12,873	28,850	6,473	69,396	.....
Mississippi.....	1,955	26,865	79,272	40,000	25,187	173,279	.....
Texas.....	0	14,280	25,000	33,750	0	73,030	.....
Oklahoma.....	975	14,731	5,137	37,500	51,594	109,937	.....
North Central Division:							
Ohio.....	31,300	45,000	0	0	0	76,300	.....
Indiana.....	43,837	52,000	101,000	40,000	9,682	246,469	72,000
Illinois.....	60,000	40,000	0	0	25,000	125,000	.....
Michigan.....	24,859	65,000	82,525	40,000	44,072	256,456	.....
Iowa.....	0	38,254	25,000	40,000	2,852	106,106	.....
North Dakota.....	0	3,578	25,000	40,000	55,860	124,438	0
South Dakota.....	6,873	848	90,450	39,500	12,790	150,461	1,075
Kansas.....	0	25,370	124,880	40,000	0	190,250	.....
Western Division:							
Montana.....	2,815	0	35,000	40,000	2,000	79,815	.....
Colorado.....	13,000	10,852	111,066	40,000	13,821	188,739	.....
New Mexico.....	1,623	0	13,510	40,000	1,454	56,587	500
Utah.....	2,383	4,998	87,100	40,000	6,654	141,135	.....
Washington.....	6,122	0	51,000	40,000	6,523	103,645	.....
Oregon.....	711	10,363	30,954	40,000	1,782	83,810	.....

TABLE 28.—*Institutions conferring A. B., B. S., Ph. B., and B. L. degrees.*

[NOTE.—× indicates that the degree is conferred.]

Institution.	A. B.	B. S.	Ph. B.	B. L.
ALABAMA.				
Alabama Polytechnic Institute.....		×		
Howard College.....	×	×		×
Southern University.....	×	×		
Lafayette College.....	×			×
Spring Hill College.....	×	×		
University of Alabama.....	×	×		
ARIZONA.				
University of Arizona.....		×	×	
ARKANSAS.				
Arkadelphia Methodist College.....	×	×	×	
Ouachita College.....	×			×
Arkansas College.....	×	×		
Arkansas Cumberland College.....	×	×	×	×
Hendrix College.....	×			
University of Arkansas.....	×	×	×	
Philander Smith College.....	×		×	
CALIFORNIA.				
University of California.....	×	×		×
Pomona College.....	×	×		×
Occidental College.....	×	×		×
St. Vincent College.....	×	×		
University of Southern California.....	×	×	×	
Mills College.....			×	×
California College.....	(a)			(a)
Throop Polytechnic Institute.....		×		
St. Ignatius College.....	×			
University of the Pacific.....	×	×	×	×
Santa Clara College.....	×			
Pacific Methodist College.....	×	×		
Leland Stanford Junior University.....	×			
COLORADO.				
University of Colorado.....	×	×	×	
Colorado College.....	×	×	×	
College of the Sacred Heart.....	×	×	×	
Colorado Agricultural College.....	×	×		
University of Denver.....	×			
CONNECTICUT.				
Trinity College.....	×	×		×
Wesleyan University.....	×	×	×	
Yale University.....	×		b ×	
DELAWARE.				
State College for Colored Students.....	×	×		
Delaware College.....	×	×		
DISTRICT OF COLUMBIA.				
Columbian University.....	×	×		
Gallaudet College.....	×	×	×	×
Georgetown University.....	×			
Gonzaga College.....	×			
Howard University.....	×	×		
St. John's College.....		×		
FLORIDA.				
John B. Stetson University.....	×	×	×	
Florida State Agricultural College.....	×	×		
St. Leo Military College.....	×			
Florida State College.....	×	×		×
Rollins College.....	×			
GEORGIA.				
University of Georgia.....	×	×		
Atlanta Baptist College.....	×			
Atlanta University.....	×			
Georgia School of Technology.....		×		
Morris Brown College.....	×	×		

a Associate of arts and associate of letters.

b On graduates of the Sheffield Scientific School.

TABLE 28.—*Institutions conferring A. B., B. S., Ph. B., and B. L. degrees—Continued.*

[NOTE.—× indicates that the degree is conferred.]

Institution.	A. B.	B. S.	Ph. B.	B. L.
GEORGIA—continued.				
Bowdon College.....	×	×		
North Georgia Agricultural College.....	×	×		
Mercer University.....	×	×		
Emory College.....	×	×	×	
Clark University.....	×	×		
Nannie Lou Warthen Institute.....	×	×		
Young Harris College.....	×	×		
IDAHO.				
University of Idaho.....	×	×		
ILLINOIS.				
Hedding College.....	×	×	×	×
Illinois Wesleyan University.....	×	×	×	
St. Viator's College.....	×	×		×
Blackburn University.....	×	×	×	
Carthage College.....	×	×		
University of Illinois.....	×	×		
Armour Institute of Technology.....	×	×		
St. Ignatius College.....	×	×	×	
University of Chicago.....	×	×	×	
Austin College.....	×	×		
Eureka College.....	×	×		
Northwestern University.....	×	×	×	×
Ewing College.....	×	×		
Northern Illinois College.....	×	×	×	
Knox College.....	×	×		
Lombard College.....	×	×		
Greenville College.....	×	×	×	
Illinois College.....	×	×	×	
Lake Forest University.....	×	×		
McKendree College.....	×	×		
Lincoln College.....	×	×		×
Monmouth College.....	×	×		×
Northwestern College.....	×	×	×	×
Rockford College.....	×	×		
St. Francis Solanus College.....	×	×		
Augustana College.....	×	×		
St. Joseph's College.....	×	×		
Shurtleff College.....	×	×		
Westfield College.....	×	×		
Wheaton College.....	×	×		
INDIANA.				
Indiana University.....	×			
Wabash College.....	×			
Concordia College.....	×			
Franklin College.....	×	×	×	
De Pauw University.....	×	×	×	
Hanover College.....	×	×		
Butler College.....	×	×		
Purdue University.....	×	×		
Union Christian College.....	×	×	×	
Moore's Hill College.....	×	×	×	
University of Notre Dame.....	×	×	×	
Earlham College.....	×	×		×
St. Meinrad College.....	×	×		
Rose Polytechnic Institute.....	×	×		
Taylor University.....	×	×	×	×
INDIAN TERRITORY.				
Indian University.....	×	×		
Henry Kendall College.....	×	×		×
IOWA.				
Iowa College of Agriculture and Mechanic Arts.....		×		
Coe College.....	×	×	×	
Charles City College.....	×	×		
Wartburg College.....	×	×		
Amity College.....	×	×		
Luther College.....	×	×		
Des Moines College.....	×	×	×	
Drake University.....	×	×	×	
St. Joseph's College.....	×	×		
Parsons College.....	×	×	×	
Upper Iowa University.....	×	×	×	
Iowa College.....	×	×	×	

TABLE 28.—*Institutions conferring A. B., B. S., Ph. B., and B. L. degrees—Continued.*

[NOTE.—× indicates that the degree is conferred.]

Institution.	A. B.	B. S.	Ph. B.	B. L.
IOWA—continued.				
Lenox College	×	×	×
Simpson College	×	×	×
State University of Iowa	×	×	×
Graceland College	×	×
Palmer College	×	×
German College	×	×	×
Iowa Wesleyan University	×	×	×	×
Cornell College	×	×
Penn College	×	×	×
Central College	×	×	×
Morningside College	×	×	×
Buena Vista College	×	×	×
Tabor College	×	×
Western College	×	×	×
KANSAS.				
Midland College	×	×	×
St. Benedict's College	×	×
Baker University	×	×	×
College of Emporia	×	×	×
Highland University	×	×
Campbell University	×
Kansas City University	×	×	×
University of Kansas	×	×	×
Lane University	×	×
Kansas Christian College	×	×
Bethany College	×
Kansas State Agricultural College	×	×
Ottawa University	×	×	×
St. Mary's College	×	×
Kansas Wesleyan University	×	×	×
Cooper College	×	×
Washburn College	×	×	×
Fairmount College	×	×	×
St. John's Lutheran College	×	×
Southwest Kansas College	×	×	×
KENTUCKY.				
Union College	×
Berea College	×	×	×
Central University of Kentucky	×	×
Georgetown College	×	×
Liberty College	×	×
South Kentucky College	×	×	×
Agricultural and Mechanical College of Kentucky	×	×
Kentucky University	×	×
Bethel College	×	×	×
St. Mary's College	×
Kentucky Wesleyan College	×	×	×
LOUISIANA.				
Louisiana State University	×	×
Jefferson College	×
Centenary College	×	×
College of the Immaculate Conception	×
Leland University	×
New Orleans University	×	×	×
Straight University	×
Tulane University	×	×
MAINE.				
Bowdoin College	×
Bates College	×	×
University of Maine	×	×	×
Colby College	×
MARYLAND.				
St. John's College	×	×
Johns Hopkins University	×
Loyola College	×
Morgan College	×
Woman's College of Baltimore	×
Washington College	×
Maryland Agricultural College	×	×
Rock Hill College	×	×
St. Charles College	×

TABLE 23.—*Institutions conferring A. B., B. S., Ph. B., and B. L. degrees*—Continued.

[NOTE.—× indicates that the degree is conferred.]

Institution.	A. B.	B. S.	Ph. B.	B. L.
MARYLAND—continued.				
Mount St. Mary's College.....	×			
New Windsor College.....	×			
Western Maryland College.....	×			
MASSACHUSETTS.				
Amherst College.....	×			
Massachusetts Agricultural College.....		×		
Boston College.....	×			
Boston University.....	×	×	×	×
Massachusetts Institute of Technology.....		×		
Harvard University.....	×	^a ×		
Radcliffe College.....	×			
Smith College.....	×			
Mount Holyoke College.....	×			
French-American College.....	×	×		
Tufts College.....	×			
Wellesley College.....	×			
Williams College.....	×			
College of the Holy Cross.....	×			
Worcester Polytechnic Institute.....		×		
MICHIGAN.				
Adrian College.....	×	×	×	×
Michigan Agricultural College.....		×		
Albion College.....	×			
Alma College.....	×	×	×	×
University of Michigan.....	×			
Detroit College.....	×			
Hillsdale College.....	×		×	×
Hope College.....	×			
Michigan College of Mines.....		×		
Kalamazoo College.....	×	×	×	
Olivet College.....	×			
MINNESOTA.				
St. John's University.....	×	×		
Augsburg Seminary.....	×			
University of Minnesota.....	×			
Carleton College.....	×	×		×
St. Olaf College.....	×	×		
Hamline University.....	×		×	
Macalester College.....	×			×
Gustavus Adolphus College.....	×			
Parker College.....	×		×	
MISSISSIPPI.				
Mississippi Agricultural and Mechanical College.....		×		
Mississippi College.....	×	×	×	
Rust University.....	×	×	×	
Millsaps College.....	×	×	×	
University of Mississippi.....	×	×	×	
Alcorn Agricultural and Mechanical College.....		×		
MISSOURI.				
Central Christian College.....	×	×	×	×
Southwest Baptist College.....	×	×		×
Pike College.....	×	×		×
Missouri Wesleyan College.....	×	×		×
Christian University.....	×	×		
Clarksburg College.....	×	×		
University of Missouri.....	×	×		
Central College.....	×	^b ×		
Westminster College.....	×	×		
Pritchett College.....	×			
La Grange College.....	×	×		
William Jewell College.....	×	×	×	×
Missouri Valley College.....	×			
Morrisville College.....	×		×	
Odessa College.....	×	×		
Park College.....	×	×		×
Christian Brothers College.....	×	×		
St. Louis University.....	×			
Washington University.....	×	^c ×		

^a Conferred on graduates of the Lawrence Scientific School.

^b For graduates in technical courses.

^c In the school of engineering.

TABLE 28.—*Institutions conferring A. B., B. S., Ph. B., and B. L. degrees—Continued.*

[NOTE.—× indicates that the degree is conferred.]

Institution.	A. B.	B. S.	Ph. B.	B. L.
MISSOURI—continued.				
Drury College.....	×	×		×
Tarkio College.....	×	×		
Ruskin College.....	×			
Central Wesleyan College.....	×	×	×	×
MONTANA.				
Montana College of Agriculture and Mechanic Arts.....		×		
University of Montana.....	×	×		
NEBRASKA.				
Bellevue College.....	×	×		
Cotner University.....	×	×		
Union College.....	×	×		
Doane College.....	×	×		×
Grand Island College.....	×	×	×	
Hastings College.....	×	×		
University of Nebraska.....	×	×		
Creighton University.....	×	×		
Nebraska Wesleyan University.....	×	×	×	×
York College.....	×	×		
NEVADA.				
Nevada State University.....	×	×		
NEW HAMPSHIRE.				
New Hampshire College of Agriculture and Mechanic Arts.....		×		
Dartmouth College.....	×	×		
St. Anselm's College.....	×			
NEW JERSEY.				
St. Peter's College.....	×			
St. Benedict's College.....	×			
Rutgers College.....	×	×		×
Princeton University.....	×	×		
Seton Hall College.....	×	×		
NEW MEXICO.				
University of New Mexico.....	×			
New Mexico College of Agriculture and Mechanic Arts.....		×		
New Mexico School of Mines.....		×		
NEW YORK.				
Alfred University.....	×	×	×	
St. Bonaventure's College.....	×			
St. Stephen's College.....	×			
Wells College.....	×			
Adelphi College.....	×	×		
Polytechnic Institute of Brooklyn.....	×	×		
St. Francis College.....	×	×		
St. John's College.....	×			
Canisius College.....	×			
St. Lawrence University.....	×	×		
Hamilton College.....	×	×	×	
Elmira College.....	×	×		
Hobart College.....	×	×	×	×
Colgate University.....	×	×	×	
Cornell University.....	×			
Barnard College.....	×			
College of St. Francis Xavier.....	×	×		
College of the City of New York.....	×	×		
Columbia University.....	×	^a ×		
Manhattan College.....	×	^a ×		
New York University.....	×	×		
St. John's College.....	×	×		
Niagara University.....	×			
Clarkson School of Technology.....		×		
Vassar College.....	×			
University of Rochester.....	×	×	×	
Union College.....	×	×	×	
Syracuse University.....	×		×	×
Rensselaer Polytechnic Institute.....		×		

^a For graduates in technical courses.

TABLE 28.—*Institutions conferring A. B., B. S., Ph. B., and B. L. degrees*—Continued.

[NOTE.—× indicates that the degree is conferred.]

Institution.	A. B.	B. S.	Ph. B.	B. L.
NORTH CAROLINA.				
St. Mary's College	×			
University of North Carolina	×	×	×	
Biddle University	×	×		
Davidson College	×	×		
Trinity College	×			
Elon College	×		×	
Agricultural and Mechanical College for the Colored Race		×		
Guilford College	×	×		
Lenoir College	×			
North Carolina College	×		×	
Catawba College	×	×		×
North Carolina College of Agriculture and Mechanic Arts	×	×		
Shaw University	×	×		
Livingstone College	×			
Wake Forest College	×	×		
Weaverville College	×	×		
NORTH DAKOTA.				
North Dakota Agricultural College		×		
Fargo College	×	×		
University of North Dakota	×			
Red River Valley University	×	×		
OHIO.				
Buchtel College	×	×	×	
Mount Union College	×	×	×	×
Ohio University	×	×	×	
Baldwin University	×		×	×
German Wallace College	×	×	×	×
Cedarville College	×		×	
St. Xavier College	×			
University of Cincinnati	×	^a		
Case School of Applied Science	×	×		
St. Ignatius College	×			
Western Reserve University	×		×	×
Capital University	×	×		
Ohio State University	×	×	×	
Defiance College	×	×	×	×
Ohio Wesleyan University	×	×		×
Findlay College	×	×	×	
Kenyon College	×	×	×	×
Denison University	×	×	×	×
Hiram College	×	×	×	
Lima College	×	×		×
Marietta College	×		×	×
Franklin College	×	×	×	
Muskingum College	×	×		×
Oberlin College	×			
Miami University	×			
Richmond College	×			
Rio Grande College	×	×		
Seio College	×	×	×	
Wittenberg College	×			
Heidelberg University	×	×	×	×
Otterbein University	×	×		
Wilberforce University	×	×		
Wilmington College	×	×		
University of Wooster	×	×	×	
Antioch College	×	×	×	
OKLAHOMA.				
University of Oklahoma	×			
Oklahoma Agricultural and Mechanical College		×		
OREGON.				
Albany College	×	×		×
Oregon State Agricultural College		×		
Dallas College	×			
University of Oregon	×	×		
Pacific University	×	×		
McMinnville College	×	×		×
Pacific College	×	×		×
Philomath College	×	×		
Willamette University	×		×	×

^a For graduates in technical courses.

TABLE 28.—*Institutions conferring A. B., B. S., Ph. B., and B. L. degrees—Continued.*

[NOTE.—× indicates that the degree is conferred.]

Institution.	A. B.	B. S.	Ph. B.	B. L.
PENNSYLVANIA.				
Western University of Pennsylvania.....	×		×	
Muhlenberg College.....	×	×		
Lebanon Valley College.....	×			
St. Vincent College.....	×			
Beaver College.....	×	×		×
Geneva College.....	×	×		
Moravian College.....	×			
Bryn Mawr College.....	×			
Dickinson College.....	×	×	×	
Pennsylvania Military College.....	×	×		
Ursinus College.....	×			
Lafayette College.....	×	×	×	
Pennsylvania College.....	×			
Thiel College.....	×	×		×
Grove City College.....	×	×	×	
Haverford College.....	×	×		
Juniata College.....	×			
Franklin and Marshall College.....	×		×	
Bucknell University.....	×	×	×	
Lincoln University.....	×			
Allegheny College.....	×	a×		×
Albright College.....	×		×	
Westminster College.....	×	×		×
Central High School (Philadelphia).....	×	×		
La Salle College.....	×	×		
University of Pennsylvania.....	×	×		
Holy Ghost College.....	×	×		
Susquehanna University.....	×	×		
Lehigh University.....	×	×		
Pennsylvania State College.....	×	×		
Swarthmore College.....	×			
Villanova College.....	×	×		
Volant College.....	×	×	×	
Washington and Jefferson College.....	×	×		
Waynesburg College.....	×	×		×
RHODE ISLAND.				
Rhode Island College of Agriculture and Mechanic Arts.....		×		
Brown University.....	×	×	×	
SOUTH CAROLINA.				
College of Charleston.....	×	×		
Clemson Agricultural College.....	×	×		
Presbyterian College of South Carolina.....	×	×		
Allen University.....	×	×		
South Carolina College.....	×	×		
Erskine College.....	×	×		
Furman University.....	×	×		
Newberry College.....	×	×	×	
Clafin University.....	×	×	×	
Wofford College.....	×			
SOUTH DAKOTA.				
South Dakota Agricultural College.....		×		
Huron College.....	×	×		
Dakota University.....	×	×		×
Redfield College.....	×	×	×	
University of South Dakota.....	×	×		
Yankton College.....	×	×	×	
TENNESSEE.				
Grant University.....	×	×	×	
King College.....	×	×		×
Southwestern Presbyterian University.....	×	×	×	
Greenville and Tusculum College.....	×	×		
American University of Harriman.....	×	×		×
Hiwassee College.....	×	×		
Southwestern Baptist University.....	×	×		
Carson and Newman College.....	×	×		
Knoxville College.....	×	×		
University of Tennessee.....	×	×		
Cumberland University.....	×	×		

a For graduates in engineering course.

TABLE 28.—*Institutions conferring A. B., B. S., Ph. B., and B. L. degrees*—Continued.

[NOTE.—× indicates that the degree is conferred.]

Institution.	A. B.	B. S.	Ph. B.	B. L.
TENNESSEE—continued.				
Washington College	×	×
Bethel College	×	×	×
Maryville College	×
Christian Brothers College	×	×	×
Miligan College	×	×	×
Fisk University	×	×
Roger Williams University	×	×
University of Nashville	×	×	×
Vanderbilt University	×	×
Walden University	×	×	×
University of the South	×
Burritt College	×	×
Sweetwater College	×	×	×
TEXAS.				
St. Edward's College	×
University of Texas	×
Howard Payne College	×	×
Agricultural and Mechanical College of Texas	×
Fort Worth University	×	×
Polytechnic College	×	×	×
St. Mary's University	×
Southwestern University	×	×	×
Burleson College	×	×	×
Texas Christian University	×
Wiley University	×	×
Austin College	×	×
Baylor University	×	×	×	×
Paul Quinn College	×	×
Trinity University	×	×	×
UTAH.				
Brigham Young College	×
Agricultural College of Utah	×
Westminster College	×	×
University of Utah	×	×
VERMONT.				
University of Vermont	×	×	×
Middlebury College	×	×
Norwich University	×	×
VIRGINIA.				
Randolph-Macon College	×
Virginia Agricultural and Mechanical College	×
Bridgewater College	×
University of Virginia	×	×
Emory and Henry College	×	×
Fredericksburg College	×	×
Hampden-Sidney College	×	×	×
Washington and Lee University	×	^a×	.....	.....
Randolph-Macon Woman's College	×
Richmond College	×	×
Virginia Union University	×	×
Roanoke College	×
College of William and Mary	×	×
WASHINGTON.				
Vashon College	×	×
Washington Agricultural College	×	×
University of Washington	×	^a×	.....	.....
Gonzaga College	×
Puget Sound University	×	×	×
Whitworth College	×	×
St. James College	×	×
Whitman College	×	×	×
WEST VIRGINIA.				
Morris Harvey College	×	×
Bethany College	×	×
West Virginia University	×	^b×	.....	.....

^a For graduates in engineering school.

^b For graduates in technical courses.

TABLE 28.—*Institutions conferring A. B., B. S., Ph. B., and B. L. degrees*—Continued.

[NOTE.— × indicates that the degree is conferred.]

Institution.	A. B.	B. S.	Ph. B.	B. L.
WISCONSIN.				
Lawrence University	×	×	×
Beloit College	×	×
Mission House	×
University of Wisconsin	×	×	×	×
Milton College	×	×	×
Concordia College	×
Marquette College	×
Ripon College	×
Northwestern University	×
WYOMING.				
University of Wyoming	×	×

TABLE 29.—*Technical courses of study offered by universities, colleges, and schools of technology.*

[NOTE.—× indicates that the degree is conferred.]

Institution.	Agriculture.	Architecture.	Civil engineer- ing.	Chemical en- gineering.	Electrical en- gineering.	Irrigation en- gineering.	Mechanical gineering.	Metallurgical engineering.	Mining engi- neering.	Marine engi- neering.	Sanitary engi- neering.	Naval archi- tecture.	Forestry.	Horticulture.	Textile engi- neering.	Railway engi- neering.	Ceramics.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
ALABAMA.																	
Alabama Polytechnic In- stitute	×		×		× ^a		× ^a		×								
Howard College			×														
Agricultural and Mechan- ical College for Negroes	×						× ^b										
University of Alabama			×						×								
ARIZONA.																	
University of Arizona	×		×						×								
ARKANSAS.																	
University of Arkansas	×		×		×		×							×			
CALIFORNIA.																	
University of California	×	×	×		×	×	×	×	×		×					×	
Throop Polytechnic Insti- tute					×												
Leland Stanford Junior University			×	×	×		×		×								
COLORADO.																	
University of Colorado			×		×		×										
Colorado Agricultural Col- lege	×	×	× ^a			× ^a	×										
Colorado School of Mines					×		× ^a	× ^a	× ^a								
CONNECTICUT.																	
Yale University	×		×		×		×		×		×		×			×	
Connecticut Agricultural College	×																
DELAWARE.																	
State College for Colored Students	×		×														
Delaware College	×		×		×		×										
DISTRICT OF COLUMBIA.																	
Catholic University of America			×		×		×										
Columbian University		×	×		×		×										
Gallaudet College			×														
Howard University	×																
FLORIDA.																	
John B. Stetson University			×		×		×										
Florida Agricultural Col- lege	×		×				×										
GEORGIA.																	
University of Georgia	×		×		×		×									×	
Georgia School of Tech- nology			×	×	×		×										
IDAHO.																	
University of Idaho	×		×				×		×								
ILLINOIS.																	
University of Illinois	×	×	×	×	×		×				×					×	
Armour Institute of Tech- nology		×	×	×	×		×										

a Combined in one course.

b Mechanical course.

TABLE 29.—*Technical courses of study offered by universities, colleges, and schools of technology—Continued.*

[NOTE.—× indicates that the degree is conferred.]

Institution.	Agriculture.	Architecture.	Civil engineer- ing.	Chemical en- gineering.	Electrical en- gineering.	Irrigation en- gineering.	Mechanical engineering.	Metallurgical engineering.	Mining engi- neering.	Marine engi- neering.	Sanitary engi- neering.	Naval archi- tecture.	Forestry.	Horticulture.	Textile engi- neering.	Railway engi- neering.	Ceramics.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
INDIANA.																	
Purdue University	×		×		×		×				×						
University of Notre Dame	×	×	×		×		×										
Earlham College		×	×														
Rose Polytechnic Institute		×	×	×	×		×										
IOWA.																	
Iowa State College of Agri- culture and Mechanic Arts	×		×		×		×		×						×		
State University of Iowa			×		×			×	×								
Cornell College			×														×
KANSAS.																	
Baker University			×														
University of Kansas			×	×	×		×		×								
Kansas State Agricultural College	×				×		×										
KENTUCKY.																	
Berea College	×																
Agricultural and Mechan- ical College of Kentucky	×		×		×		×		×								
LOUISIANA.																	
Louisiana State University	×		×	×	×		×										
Tulane University		×	×	×	×		×										
MAINE.																	
University of Maine	×		×		×		×		×	×							
MARYLAND.																	
St. John's College							×										
Johns Hopkins University					×												
Maryland Agricultural Col- lege	×						×										
MASSACHUSETTS.																	
Massachusetts Agricultural College	×																
Massachusetts Institute of Technology		×	×	×	×		×		×		×	×					
Harvard University	×	×	×	×	×		×		×					×			
Tufts College			×	×	×		×										
Worcester Polytechnic In- stitute			×		×		×										
MICHIGAN.																	
Michigan Agricultural Col- lege	×		×				×							×			
University of Michigan			×	×	×		×		×	×		×	×				
Michigan College of Mines			×		×		×		×								
MINNESOTA.																	
University of Minnesota	×		×		×		×	×	×								×
MISSISSIPPI.																	
Mississippi Agricultural and Mechanical College	×						×								×		
University of Mississippi			×		×				×						×		
Alcorn Agricultural and Mechanical College	×																

^aSugar course.

TABLE 29.—*Technical courses of study offered by universities, colleges, and schools of technology—Continued.*

[NOTE.—× indicates that the degree is conferred.]

Institution.	Agriculture.	Architecture.	Civil engineer- ing.	Chemical en- gineering.	Electrical en- gineering.	Irrigation en- gineering.	Mechanical engineering.	Metallurgical engineering.	Mining engi- neering.	Marine engi- neering.	Sanitary engi- neering.	Naval archi- tecture.	Forestry.	Horticulture.	Textile engi- neering.	Railway engi- neering.	Ceramics.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
OHIO.																	
Ohio University.....					×												
University of Cincinnati.....			×	×	×		×										
Case School of Applied Science.....		×	×	×	×		×		×								
Ohio State University.....	×	×	×		×		×		×				×	×			×
OKLAHOMA.																	
Oklahoma Agricultural and Mechanical College.....	×						×										
OREGON.																	
Oregon Agricultural Col- lege.....	×				×		×			×							
University of Oregon.....			×	×	×				×		×						
PENNSYLVANIA.																	
Western University of Pennsylvania.....			×		×		×		×								
Pennsylvania Military Col- lege.....			×		×		×		×								
Lafayette College.....			×		×		×		×								
Grove City College.....			×		×		×		×								
Haverford College.....			×		×		×		×								
Bucknell University.....			×		×		×		×								
Allegheny College.....			×		×		×		×								
University of Pennsylvania.....		×	×	×	×		×		×								
Lehigh University.....			×	×	×		×	×	×								
Pennsylvania State College.....	×		×	×	×		×	×	×								
Swarthmore College.....			×		×		×		×								
Washington and Jefferson College.....			×		×		×		×								
RHODE ISLAND.																	
Rhode Island College of Agriculture and Me- chanic Arts.....	×				×		×										
Brown University.....			×		×		×										
SOUTH CAROLINA.																	
Clemson Agricultural Col- lege.....	×		×		×		×									×	
South Carolina College.....			×		×												
SOUTH DAKOTA.																	
South Dakota Agricultural College.....	×				×		×							×			
State School of Mines.....									×								
University of South Dakota.....			×				×										
TENNESSEE.																	
Knoxville College.....	×						×										
University of Tennessee.....	×		×		×		×										
Cumberland University.....			×		×		×										
Vanderbilt University.....			×		×		×		×								
University of the South.....			×		×		×										
TEXAS.																	
University of Texas.....			×						×								
Agricultural and Mechan- ical College of Texas.....	×		×				×										

a Combined in one course.

TABLE 30.—Statistics of universities and

Location.	Name.	Religious or nonsectarian control.	Year of first opening.	Professors and instructors.				
				Preparatory department.		Collegiate department.		
				Men.	Women.	Men.	Women.	
1	2	3	4	5	6	7	8	
ALABAMA.								
1	East Lake	Howard College	Bapt.	1841	0	0	8	0
2	Greensboro	Southern University	M. E. South	1859	0	0	7	0
3	Lafayette	Lafayette College	Nonsect	1885	0	3	2	2
4	St. Bernard	St. Bernard College	R. C.	1892	8	0	17	0
5	Springhill	Spring Hill College	R. C.	1830	3	0	10	0
6	University	University of Alabama	State	1831	0	0	18	0
ARIZONA.								
7	Tucson	University of Arizona	Territory ...	1891	8	5	10	2
ARKANSAS.								
8	Arkadelphia	Arkadelphia Methodist College	M. E. So.	1890	0	1	8	12
9	do	Quachita Baptist College	Bapt.	1886	4	1	6	0
10	Batesville	Arkansas College	Presb.	1872	5	1	6	0
11	Clarksville	Arkansas Cumberland College	Cumb. Presb	1891	0	3	2	1
12	Conway	Hendrix College	M. E. So.	1884	4	0	7	0
13	Fayetteville	University of Arkansas	State	1872	13	7	24	3
14	Little Rock	Philander Smith College	M. E.	1877	3	1	4	1
CALIFORNIA.								
15	Berkeley	University of California	State	1869	0	0	171	1
16	Claremont	Pomona College	Cong.	1888	0	0	11	4
17	Los Angeles	Occidental College	Presb.	1887	9	5	5	4
18	do	St. Vincent's College *	R. C.	1865	12	0	9	0
19	do	University of Southern California	M. E.	1880	15	8	14	7
20	Oakland	California College	Bapt.	1870	5	5	4	3
21	Pasadena	Throop Polytechnic Institute	Nonsect	1891	10	8	4	3
22	San Francisco	St. Ignatius College	R. C.	1855	4	0	21	0
23	San José	University of the Pacific	M. E.	1851	5	1	7	1
24	Santa Clara	Santa Clara College	R. C.	1851	3	0	23	0
25	Santa Rosa	Pacific Methodist College *	M. E. So.	1861	4	2	4	0
26	Stanford University	Leland Stanford Junior University	Nonsect	1891	0	0	118	6
COLORADO.								
27	Boulder	University of Colorado	State	1877	8	5	39	6
28	Colorado Springs	Colorado College	Cong.	1874	14	3	21	6
29	Denver	College of the Sacred Heart	R. C.	1876	9	0	7	0
30	University Park	University of Denver	M. E.	1864	2	2	13	2
CONNECTICUT.								
31	Hartford	Trinity College	P. E.	1824	0	0	26	0
32	Middletown	Wesleyan University	M. E.	1831	0	0	36	0
33	New Haven	Yale University	Cong.	1701	0	0	194	0
DELAWARE.								
34	Dover	State College for Colored Students	State	1892	2	1	2	1
35	Newark	Delaware College	State	1834	0	0	19	0
DISTRICT OF COLUMBIA.								
36	Washington	Catholic University of America	R. C.	1889	0	0	15	0
37	do	Columbian University	Bapt.	1821	0	0	71	1
38	do	Gallaudet College	Nation	1864	4	2	11	2
39	do	Georgetown University	R. C.	1789	22	0	25	0
40	do	Gonzaga College	R. C.	1821	9	0	7	0
41	do	Howard University	Nation	1867	3	1	7	2
42	do	St. John's College	R. C.	1870	5	0	6	0

* Statistics of 1900-1901.

TABLE 30.—Statistics of universities and colleges

	Location.	Name.	Religious or nonsectarian control.	Year of first opening.	Professors and instructors.			
					Preparatory department.		Collegiate department.	
					Men.	Women.	Men.	Women.
1	2	3	4	5	6	7	8	
FLORIDA.								
43	De Land.....	John B. Stetson University.....	Bapt.....	1887	18	22	12	3
44	Lake City.....	Florida State Agricultural College..	State.....	1884	1	1	14	1
45	St. Leo.....	St. Leo Military College.....	R. C.....	1890	2	0	3	0
46	Tallahassee.....	Florida State College.....	State.....	1857	4	2	11	3
47	Winterpark.....	Rollins College.....	Cong.....	1855	4	6	7	2
GEORGIA.								
48	Athens.....	University of Georgia.....	State.....	1801	0	0	22	0
49	Atlanta.....	Atlanta Baptist College.....	Bapt.....	1897	3	0	4	3
50	.....do.....	Atlanta University.....	Nonsect.....	1869	4	5	5	5
51	Atlanta.....	Morris Brown College.....	A. M. E.....	1885	3	4	5	2
52	Bowdon.....	Bowdon College.....	Nonsect.....	1857	0	2	2	1
53	Dahlonega.....	North Georgia Agricultural College..	State.....	1872	0	0	9	2
54	Macon.....	Mercer University.....	Bapt.....	1837	0	0	11	0
55	Oxford.....	Emory College.....	M. E. So.....	1838	3	0	10	0
56	South Atlanta.....	Clark University.....	M. E.....	1870	9	4	3	3
57	Wrightsville.....	Nannie Lou Warthen Institute.....	Meth.....	1888	0	2	2	1
58	Young Harris.....	Young Harris College.....	M. E. So.....	1885	1	1	4	2
IDAHO.								
59	Moscow.....	University of Idaho.....	State.....	1892	3	2	12	4
ILLINOIS.								
60	Abingdon.....	Hedding College.....	M. E.....	1853	5	4	5	3
61	Bloomington.....	Illinois Wesleyan University.....	M. E.....	1850	4	2	11	1
62	Bourbonnais.....	St. Viateur's College.....	R. C.....	1868	10	0	19	0
63	Carlinville.....	Blackburn University.....	Presb.....	1859	4	2	6	1
64	Carthage.....	Carthage College.....	Luth.....	1872	5	1	6	0
65	Chicago.....	St. Ignatius College.....	R. C.....	1869	20	0	12	0
66	.....do.....	St. Stanislaus College.....	R. C.....	1890	7	0	8	0
67	.....do.....	University of Chicago.....	Bapt.....	1892	0	0	215	15
68	Effingham.....	Austin College.....	Nonsect.....	1891	8	2	8	2
69	Elmhurst.....	Evangelical Proseminary.....	Ger. Evang.....	1871	0	0	7	0
70	Eureka.....	Eureka College*.....	Christian.....	1855	5	2	11	3
71	Evanston.....	Northwestern University.....	M. E.....	1855	19	14	51	5
72	Ewing.....	Ewing College.....	Bapt.....	1867	5	6	4	1
73	Fulton.....	Northern Illinois College*.....	Nonsect.....	1865	5	3	5	3
74	Galesburg.....	Knox College.....	Nonsect.....	1837	5	6	14	3
75	.....do.....	Lombard College.....	Univ.....	1852	5	1	11	2
76	Greenville.....	Greenville College.....	Free Meth.....	1892	5	4	5	1
77	Jacksonville.....	Illinois College.....	Nonsect.....	1829	10	0	18	0
78	Lake Forest.....	Lake Forest University.....	Presb.....	1858	9	19	20	1
79	Lebanon.....	McKendree College.....	M. E.....	1828	8	2	8	0
80	Lincoln.....	Lincoln College.....	Cumb. Presb.....	1866	6	5	6	5
81	Monmouth.....	Monmouth College.....	Un. Presb.....	1856	8	5	8	5
82	Naperville.....	Northwestern College.....	Ev. Ass'n.....	1861	6	1	9	1
83	Peru.....	St. Bede College.....	R. C.....	1891	6	0	8	0
84	Quincy.....	St. Francis Solanus College.....	R. C.....	1860	1	0	17	0
85	Rock Island.....	Augustana College.....	Luth.....	1860	8	1	12	1
86	Teutopolis.....	St. Joseph's College.....	R. C.....	1862	0	0	12	0
87	Cpper Alton.....	Shurtleff College.....	Bapt.....	1827	4	2	9	2
88	Urbana.....	University of Illinois.....	State.....	1868	5	3	126	19
89	Westfield.....	Westfield College.....	U. B.....	1861	5	1	5	1
90	Wheaton.....	Wheaton College.....	Cong.....	1860	10	8	11	6
INDIANA.								
91	Bloomington.....	Indiana University.....	State.....	1824	0	0	53	4
92	Crawfordsville.....	Wabash College.....	Presb.....	1832	0	0	13	0
93	Fort Wayne.....	Concordia College.....	Luth.....	1839	7	0	8	0
94	Franklin.....	Franklin College.....	Bapt.....	1834	5	2	7	3
95	Greencastle.....	De Pauw University.....	M. E.....	1837	5	0	14	1
96	Hanover.....	Hanover College.....	Presb.....	1833	5	1	12	2
97	Irvington.....	Butler College*.....	Christian.....	1855	6	3	16	5

* Statistics of 1900-1901.

for men and for both sexes—Continued.

Professors and instructors.				Students.															
Professional departments.		Total number (excluding duplicates).		Preparatory department.		Collegiate department.		Graduate department.				Professional departments.		Summer school.		Total number (excluding duplicates).			
Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.		
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26		
4	1	21	22	160	193	33	27	0	1	0	0	15	0	0	0	208	221		
0	0	16	3	43	23	48	21	0	0	0	0	0	0	0	0	135	65		
3	0	6	0	8	0	32	0	0	0	0	0	8	0	0	0	48	0		
0	0	11	3	46	92	29	18	0	1	0	0	0	0	0	0	101	151		
0	0	10	6	50	34	11	9	0	0	0	0	0	0	0	0	70	58		
4	0	26	0	0	0	275	0	5	0	0	0	32	0	0	0	312	0		
2	0	9	3	36	0	10	0	0	0	0	0	23	0	0	0	69	0		
0	0	6	9	60	11	34	15	0	0	0	0	0	0	0	0	100	182		
3	0	8	8	16	3	8	2	0	0	0	0	25	0	0	0	206	239		
0	0	2	3	58	71	20	25	0	0	0	0	0	0	0	0	78	96		
0	0	9	2	0	0	133	22	0	0	0	0	0	0	0	0	133	22		
7	0	18	0	0	0	222	0	1	0	0	0	50	0	0	0	273	0		
1	0	15	0	34	0	226	0	0	0	0	0	8	0	25	0	280	0		
0	0	9	7	35	31	8	19	13	12	2	0	0	0	0	0	230	289		
0	0	2	6	55	44	70	61	0	0	0	0	0	0	0	0	125	105		
0	0	5	3	100	110	80	60	0	0	0	0	0	0	0	0	180	170		
0	0	15	6	76	58	77	69	1	2	0	0	0	0	0	0	154	129		
0	0	6	5	34	14	20	18	0	0	5	1	0	0	0	0	80	60		
12	0	20	2	110	25	102	39	0	0	0	0	55	0	0	0	265	74		
3	0	32	0	70	0	200	0	0	0	0	0	30	0	0	0	300	0		
0	0	7	4	19	20	15	15	0	1	1	0	0	0	0	0	41	73		
0	0	9	3	30	24	16	20	0	2	1	0	0	0	17	64	72	130		
0	0	28	0	337	0	96	0	0	0	0	0	0	0	0	0	433	0		
0	0	10	0	53	0	57	0	0	0	0	0	0	0	0	0	110	0		
80	3	274	49	0	0	906	1,360	663	357	0	0	576	34	0	0	2,202	3,448		
0	0	8	2	100	80	120	100	1	1	1	0	0	0	0	0	222	181		
0	0	7	0	0	0	94	0	0	0	0	0	0	0	0	0	94	0		
2	0	13	3	48	35	43	23	0	0	0	0	37	0	0	0	150	75		
195	34	259	63	407	275	315	271	25	16	5	3	1512	103	0	0	2,238	911		
0	0	7	6	100	85	20	3	0	0	0	0	0	0	0	0	120	88		
0	0	5	3	40	48	50	25	0	0	8	0	0	0	0	0	113	95		
0	0	17	11	73	76	149	130	0	0	0	0	0	15	22	0	234	454		
0	0	12	6	29	16	48	34	2	0	0	0	0	0	0	0	82	122		
0	0	6	5	90	100	14	6	0	0	0	0	11	5	0	0	104	106		
0	0	18	0	40	0	67	0	0	0	0	0	0	0	0	0	107	0		
0	0	29	20	88	157	79	37	2	1	0	0	0	0	0	0	169	195		
1	0	11	2	76	29	31	14	3	0	0	0	0	0	0	0	123	90		
0	0	6	5	40	30	50	49	0	0	0	0	0	0	0	0	90	79		
0	0	8	5	55	32	80	62	0	0	0	0	0	0	0	0	168	90		
3	0	18	3	87	32	90	23	0	0	0	0	0	0	0	0	286	191		
2	0	14	0	110	0	12	0	0	0	0	0	1	0	0	0	123	0		
0	0	18	0	4	0	174	0	16	0	0	0	0	0	0	0	194	0		
5	0	34	10	87	37	62	15	0	0	0	0	63	0	0	0	322	197		
0	0	12	0	0	0	135	0	0	0	0	0	0	0	0	0	135	0		
0	0	13	4	40	27	24	29	0	0	11	0	8	0	0	0	87	81		
147	4	271	26	177	90	907	380	33	2	34	5	1052	58	132	72	2,340	592		
0	0	5	3	44	37	7	8	0	0	0	0	0	0	0	0	51	45		
0	0	13	9	54	41	42	34	0	0	0	0	0	0	0	0	121	140		
4	0	60	4	0	0	726	412	48	25	0	0	74	0	302	151	848	437		
0	0	13	0	36	0	133	0	1	0	0	0	0	0	0	0	170	0		
0	0	8	0	52	0	113	0	0	0	0	0	0	0	0	0	165	0		
0	0	7	3	46	19	61	38	0	1	0	0	0	0	0	0	107	88		
0	0	20	6	116	44	202	154	7	3	1	0	0	18	12	354	256			
0	0	11	3	20	9	75	25	5	0	0	0	0	0	0	0	100	34		
0	0	17	8	52	26	65	55	5	1	0	0	0	0	0	0	122	82		

^a The total number of students in the university organization, including colleges in other tables, was 2,676.

TABLE 30.—Statistics of universities and colleges

Location.	Name.	Religious or nonsectarian control.	Year of first opening.	Professors and instructors.				
				Preparatory department.		Collegiate department.		
				Men.	Women.	Men.	Women.	
1	2	3	4	5	6	7	8	
INDIANA—continued.								
98	Merom	Union Christian College.....	Christian ...	1859	4	2	4	3
99	Moore's Hill	Moore's Hill College	M. E.	1856	1	1	5	1
100	Notre Dame	University of Notre Dame.....	R. C.	1842	10	0	45	0
101	Richmond	Earlham College	Friends.....	1847	0	0	14	3
102	St. Meinrad	St. Meinrad College	R. C.	1857	0	0	10	0
103	Upland	Taylor University	M. E.	1846	6	2	4	3
INDIAN TERRITORY.								
104	Bacone	Indian University	Bapt.	1880	0	6	3	3
105	Muscogee	Henry Kendall College.....	Presb.	1894	1	3	4	5
IOWA.								
106	Cedar Rapids.....	Coe College	Presb.	1881	9	5	16	8
107	Charles City.....	Charles City College	M. E.	1891	4	2	5	1
108	Clinton	Wartburg College	Luth.	1868	8	0	8	0
109	College Springs.....	Amity College	Nonsect ..	1872	0	0	4	6
110	Decorah	Luther College	Luth.	1861	10	0	10	0
111	Des Moines	Des Moines College.....	Bapt.	1865	5	6	6	6
112	.....do	Drake University	Christian ..	1881	17	18	33	8
113	Dubuque	St. Joseph's College.....	R. C.	1873	0	0	9	0
114	Fairfield	Parsons College	Presb.	1875	9	2	14	4
115	Fayette	Upper Iowa University.....	M. E.	1857	10	5	12	9
116	Grinnell	Iowa College	Cong.	1848	6	8	22	6
117	Hopkinton	Lenox College	Presb.	1859	3	3	7	5
118	Indianola	Simpson College	M. E.	1867	4	9	7	5
119	Iowa City	State University of Iowa ..	State	1847	0	0	72	11
120	Lamoni	Graceland College*	L. D. S.	1895	1	1	1	1
121	Legrand	Palmer College	Christian ..	1889	6	2	4	1
122	Mount Pleasant	German College	M. E.	1873	4	1	8	3
123	.....do	Iowa Wesleyan University ..	M. E.	1844	10	5	12	7
124	Mount Vernon	Cornell College	M. E.	1857	8	10	14	2
125	Oskaloosa	Penn College	Friends.	1873	3	3	7	3
126	Pella	Central University of Iowa ..	Bapt.	1853	1	1	3	3
127	Sioux City	Morningside College	M. E.	1890	12	6	10	4
128	Storm Lake	Buena Vista College	Presb.	1891	7	5	4	1
129	Tabor	Tabor College	Cong.	1866	7	2	8	2
130	Toledo	Western College	U. B.	1856	1	1	5	1
KANSAS.								
131	Atchison	Midland College	Luth.	1887	2	2	7	0
132	.....do	St. Benedict's College	R. C.	1858	4	0	20	0
133	Baldwin	Baker University	M. E.	1858	9	5	10	5
134	Emporia	College of Emporia	Presb.	1883	4	5	7	7
135	Highland	Highland University	Presb.	1857	3	2	3	2
136	Holton	Campbell University	Nonsect ..	1882	4	1	6	1
137	Kansas City	Kansas City University	Meth. Prot.	1896	2	2	9	1
138	Lawrence	University of Kansas	State	1866	0	0	50	8
139	Lecompton	Lane University	U. B.	1865	4	1	4	1
140	Lincoln	Kansas Christian College.....	Christian ..	1882	3	4	2	2
141	Lindsborg	Bethany College	Luth.	1881	13	2	13	2
142	Ottawa	Ottawa University	Bapt.	1865	9	6	8	3
143	St. Marys	St. Mary's College	R. C.	1869	30	0	11	0
144	Salina	Kansas Wesleyan University ..	M. E.	1886	11	2	11	2
145	Sterling	Cooper College	Un. Presb.	1887	2	2	6	1
146	Topeka	Washburn College	Cong.	1865	9	4	15	10
147	Wichita	Fairmount College	Cong.	1892	14	8	14	8
148	.....do	Friends University	Friends.	1898	9	4	9	4
149	Winfield	St. John's Lutheran College ..	Luth.	1893	4	2	4	2
150	.....do	Southwest Kansas College.....	M. E.	1886	8	3	7	2
KENTUCKY.								
151	Barboursville	Union College	M. E.	1886	1	1	1	0
152	Berea	Berea College	Nonsect ..	1855	10	16	11	4
153	Bowling Green	Ogden College	Nonsect ..	1877	5	0	5	0

* Statistics of 1900-1901.

TABLE 30.—Statistics of universities and colleges

Location.	Name.	Religious or nonsectarian control.	Year of first opening.	Professors and instructors.				
				Preparatory department.		Collegiate department.		
				Men.	Women.	Men.	Women.	
1	2	3	4	5	6	7	8	
KENTUCKY—cont'd.								
154	Danville.....	Central University of Kentucky	Presb.....	1822	7	9	13	0
155	Georgetown.....	Georgetown College.....	Bapt.....	1829	7	7	8	2
156	Glasgow.....	Liberty College.....	Bapt.....	1875	3	8	2	5
157	Lexington.....	Agricultural and Mechanical College of Kentucky.	State.....	1866	5	0	31	0
158	do.....	Kentucky University*.....	Christian...	1836	10	1	7	1
159	Russellville.....	Bethel College.....	Bapt.....	1854	2	0	5	0
160	St. Marys.....	St. Mary's College.....	R. C.....	1821	3	0	6	0
161	Winchester.....	Kentucky Wesleyan College.....	M. E. So.....	1866	3	1	5	1
LOUISIANA.								
162	Baton Rouge.....	Louisiana State University.....	State.....	1860	7	0	23	0
163	Convent.....	Jefferson College.....	R. C.....	1864	2	0	13	0
164	Jackson.....	Centenary College of Louisiana.....	M. E. So.....	1825	7	0	8	0
165	New Orleans.....	College of the Immaculate Conception.	R. C.....	1847	6	0	13	0
166	do.....	Leland University.....	Bapt.....	1870	4	5	5	3
167	do.....	New Orleans University.....	M. E.....	1873	6	4	6	3
168	do.....	Straight University.....	Cong.....	1869	0	10	2	0
169	do.....	Tulane University.....	Nonsect.....	1834	0	11	32	9
MAINE.								
170	Brunswick.....	Bowdoin College.....	Cong.....	1802	0	0	19	0
171	Lewiston.....	Bates College.....	Free Bapt.....	1863	0	0	15	2
172	Orono.....	University of Maine.....	State.....	1867	0	0	44	0
173	Waterville.....	Colby College.....	Bapt.....	1818	0	0	14	0
MARYLAND.								
174	Annapolis.....	St. John's College.....	Nonsect.....	1789	2	0	8	0
175	Baltimore.....	Johns Hopkins University.....	Nonsect.....	1876	0	0	78	0
176	do.....	Loyola College.....	R. C.....	1852	9	0	13	0
177	do.....	Morgan College.....	M. E.....	1876	3	2	2	1
178	Chestertown.....	Washington College.....	Nonsect.....	1783	7	2	7	2
179	Collegepark.....	Maryland Agricultural College.....	State.....	1859	1	0	16	0
180	Ellicott City.....	Rock Hill College.....	R. C.....	1857	6	0	8	0
181	do.....	St. Charles College.....	R. C.....	1848	13	0	16	0
182	Mount St. Marys.....	Mount St. Mary's College.....	R. C.....	1808	25	0	15	0
183	New Windsor.....	New Windsor College.....	Presb.....	1843	3	3	5	4
184	Westminster.....	Western Maryland College.....	Meth. Prot..	1868	2	4	13	7
MASSACHUSETTS.								
185	Amherst.....	Amherst College.....	Nonsect.....	1821	0	0	35	0
186	Boston.....	Boston College.....	R. C.....	1864	16	0	18	0
187	do.....	Boston University.....	M. E.....	1873	0	0	25	2
188	Cambridge.....	Harvard University.....	Nonsect.....	1638	0	0	277	0
189	Springfield.....	French-American College.....	Nonsect.....	1885	5	7	5	7
190	Tufts College.....	Tufts College.....	Univ.....	1854	5	0	34	1
191	Williamstown.....	Williams College.....	Nonsect.....	1793	0	0	30	0
192	Worcester.....	Clark University.....	Nonsect.....	1889	0	0	11	0
193	do.....	College of the Holy Cross.....	R. C.....	1843	22	0	17	0
MICHIGAN.								
194	Adrian.....	Adrian College.....	Meth. Prot..	1859	2	0	6	3
195	Albion.....	Albion College.....	M. E.....	1843	6	5	9	3
196	Alma.....	Alma College.....	Presb.....	1887	10	4	10	4
197	Ann Arbor.....	University of Michigan.....	State.....	1837	0	0	142	8
198	Detroit.....	Detroit College.....	R. C.....	1877	6	0	8	0
199	Hillsdale.....	Hillsdale College.....	Free Bapt.....	1855	0	0	7	1
200	Holland.....	Hope College.....	Reformed.....	1866	12	1	13	1
201	Kalamazoo.....	Kalamazoo College*.....	Bapt.....	1855	4	4	9	4
202	Olivet.....	Olivet College.....	Cong.....	1859	4	3	10	4

* Statistics of 1900-1901.

for men and for both sexes—Continued.

Professors and instructors.				Students.															
Professional departments.		Total number (excluding duplicates).		Preparatory department.		Collegiate department.		Graduate department.				Professional departments.		Summer school.		Total number (excluding duplicates).			
Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Resident.		Nonresident.		Men.	Women.	Men.	Women.	Men.	Women.		
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26		
76	0	100	9	239	200	189	0	4	0	0	0	795	0	0	0	1,003	200	154	
0	0	10	9	71	56	104	82	3	1	0	0	0	0	0	0	191	149	155	
0	0	3	8	20	20	30	80	0	0	0	0	0	0	0	0	50	100	156	
0	0	36	0	100	10	321	58	11	6	0	0	0	0	0	0	500	111	157	
41	0	62	1	150	27	125	30	4	2	0	0	316	0	0	0	912	138	158	
0	0	7	0	41	0	65	0	0	0	0	0	0	0	0	0	106	0	159	
0	0	9	0	67	0	27	0	0	0	0	0	0	0	0	0	94	0	160	
0	0	8	2	42	20	80	31	0	0	0	0	0	0	0	0	122	51	161	
0	0	27	0	162	0	257	0	1	0	0	0	0	0	0	0	420	0	162	
0	0	15	0	34	0	135	0	0	0	0	0	0	0	0	0	169	0	163	
0	0	10	0	80	3	24	5	1	0	0	1	0	0	0	0	129	15	164	
0	0	19	0	182	0	176	0	0	0	0	0	0	0	0	0	501	0	165	
2	0	7	5	44	44	5	0	3	1	3	0	25	0	0	0	75	45	166	
14	2	19	8	14	23	9	3	0	0	0	0	72	1	0	0	95	68	167	
1	0	3	10	29	28	2	0	0	0	0	0	3	0	0	0	210	382	168	
37	0	66	20	0	165	273	258	29	27	1	3	538	1	0	0	844	494	169	
19	0	34	0	0	0	254	0	0	0	0	0	91	0	0	0	341	0	170	
5	0	20	2	0	0	167	128	1	1	3	3	23	5	0	0	188	137	171	
10	0	54	0	0	0	329	16	5	0	0	0	47	0	0	0	395	16	172	
0	0	14	0	0	0	109	82	0	0	0	0	0	0	0	0	109	82	173	
0	0	10	0	49	0	101	0	0	0	0	0	0	0	0	0	150	0	174	
65	1	143	1	0	0	164	0	173	0	0	0	312	45	0	0	649	45	175	
0	0	18	0	117	0	49	0	0	0	0	0	0	0	0	0	166	0	176	
3	0	5	2	41	16	5	1	0	0	0	0	5	0	0	0	48	17	177	
0	0	7	2	19	17	39	39	0	0	0	0	0	0	0	0	58	56	178	
0	0	17	0	39	0	123	0	0	0	0	0	0	0	0	0	162	0	179	
0	0	13	0	80	0	40	0	0	0	0	0	0	0	0	0	120	0	180	
0	0	17	0	176	0	69	0	0	0	0	0	0	0	0	0	245	0	181	
0	0	40	0	70	0	100	0	0	0	0	0	30	0	0	0	200	0	182	
0	0	7	5	20	23	3	1	0	0	1	0	0	0	0	0	24	24	183	
0	0	15	8	47	23	73	88	0	0	0	0	0	0	0	0	120	111	184	
0	0	35	0	0	0	404	0	0	0	0	0	0	0	0	0	404	0	185	
0	0	25	0	220	0	160	0	0	0	0	0	0	0	0	0	380	0	186	
99	5	137	8	0	0	121	329	55	30	0	0	597	57	0	0	1,007	329	187	
206	0	520	0	0	0	2,564	0	301	0	11	0	1276	0	(a)	(a)	4,984	0	188	
0	0	5	7	65	25	13	1	0	0	0	0	0	0	0	0	78	26	189	
96	3	124	3	7	0	201	103	5	1	1	0	488	64	28	5	702	170	190	
0	0	30	0	0	0	398	0	0	0	0	0	0	0	0	0	398	0	191	
0	0	11	0	0	0	0	0	31	4	0	0	0	0	0	0	31	4	192	
0	0	33	0	174	0	194	0	0	0	5	0	0	0	0	0	373	0	193	
0	0	9	5	12	4	40	15	0	0	0	0	26	0	0	0	95	73	194	
0	0	15	13	64	27	120	69	0	2	21	5	0	0	0	0	249	176	195	
0	0	12	11	26	16	45	35	0	0	0	0	0	0	0	0	84	160	196	
131	3	235	12	0	0	1,149	633	70	35	1	1	1576	57	285	131	2,901	808	197	
0	0	12	0	110	0	78	0	0	0	0	0	0	0	0	0	188	0	198	
2	0	13	2	45	39	64	47	3	1	0	0	31	2	0	0	165	146	199	
4	0	16	1	95	20	80	11	0	0	0	0	24	0	0	0	199	31	200	
0	0	10	4	50	25	87	55	0	0	0	0	0	0	0	0	137	80	201	
0	0	12	9	31	43	65	94	0	0	0	0	0	0	0	0	101	160	202	

^a 982 students unclassified as to sex.

TABLE 30.—Statistics of universities and colleges

	Location.	Name.	Religious or nonsectarian control.	Year of first opening.	Professors and instructors.			
					Preparatory department.		Collegiate department.	
					Men.	Women.	Men.	Women.
1	2	3	4	5	6	7	8	
MINNESOTA.								
203	Collegeville	St. John's University	R. C.	1857	10	0	16	0
204	Minneapolis	Augsburg Seminary	Luth.	1869	9	0	9	0
205	do	University of Minnesota	State	1868	28	5	92	15
206	Northfield	Carleton College	Cong.	1870	2	4	10	3
207	do	St. Olaf College	Luth.	1874	15	3	15	3
208	St. Paul	Hamline University	M. E.	1854	14	4	15	4
209	do	Macalester College	Presb.	1885	4	3	8	3
210	St. Peter	Gustavus Adolphus College	Luth.	1862	8	2	9	1
211	Winnebago City	Parker College	Free Bapt.	1888	2	4	2	4
MISSISSIPPI.								
212	Clinton	Mississippi College	Bapt.	1827	2	0	7	0
213	Holly Springs	Rust University	M. E.	1868	10	1	6	1
214	Jackson	Millsaps College	M. E. So.	1892	3	0	8	0
215	University	University of Mississippi	State	1848	0	0	19	1
MISSOURI.								
216	Albany	Central Christian College	Christian	1892	4	3	4	3
217	Bolivar	Southwest Baptist College*	Bapt.	1878	2	1	5	1
218	Bowling Green	Pike College	Nonsect.	1882	3	6	3	6
219	Cameron	Missouri Wesleyan College	M. E.	1887	3	4	4	2
220	Canton	Christian University*	Christian	1853	0	0	17	3
221	Clarksburg	Clarksburg College	Bapt.	1876	2	2	6	1
222	Columbia	University of the State of Missouri	State	1840	0	0	79	6
223	Fayette	Central College	M. E. So.	1857	3	0	7	0
224	Fulton	Westminster College	Presb.	1853	10	0	9	0
225	Glasgow	Pritchett College	Nonsect.	1866	3	4	5	1
226	Lagrange	La Grange College	Bapt.	1858	6	3	6	3
227	Liberty	William Jewell College	Bapt.	1849	17	0	14	0
228	Marshall	Missouri Valley College	Cum. Presb.	1889	10	3	10	3
229	Odessa	Odessa College	Nonsect.	1883	0	1	1	3
230	Parkville	Park College	Presb.	1875	3	6	12	0
231	St. Louis	Christian Brothers College	R. C.	1851	17	0	9	0
232	do	St. Louis University	R. C.	1829	12	0	17	0
233	do	Washington University	Nonsect.	1859	38	31	23	0
234	Springfield	Drury College	Cong.	1873	3	4	9	4
235	Tarkio	Tarkio College	U. Presb.	1883	4	5	6	4
236	Trenton	Ruskin College	Nonsect.	1900	5	3	5	3
237	Warrenton	Central Wesleyan College	M. E.	1864	7	2	6	1
MONTANA.								
238	Missoula	University of Montana	State	1895	8	5	8	5
NEBRASKA.								
239	Bellevue	Bellevue College	Presb.	1883	4	7	7	6
240	Bethany	Cotner University	Christian	1889	8	3	6	2
241	College View	Union College	7th D. Adv.	1891	7	6	11	6
242	Crete	Doane College	Cong.	1872	6	1	7	1
243	Grand Island	Grand Island College	Bapt.	1892	8	5	9	4
244	Hastings	Hastings College	Presb.	1882	6	2	6	2
245	Lincoln	University of Nebraska	State	1869	0	0	160	18
246	Omaha	Creighton University	R. C.	1879	12	0	9	0
247	University Place	Nebraska Wesleyan University	M. E.	1888	12	9	10	1
248	York	York College	U. B.	1890	4	3	3	2
NEVADA.								
249	Reno	Nevada State University	State	1886	6	3	13	4
NEW HAMPSHIRE.								
250	Hanover	Dartmouth College	Cong.	1769	0	0	54	0
251	Manchester	St. Anselm's College	R. C.	1893	14	0	8	0

* Statistics of 1900-1901.

TABLE 30.—Statistics of universities and colleges

	Location.	Name.	Religious or nonsectarian control.	Year of first open- ing.	Professors and instructors.			
					Prepar- atory depart- ment.		Collegi- ate depart- ment.	
					Men.	Women.	Men.	Women.
1	2	3	4	5	6	7	8	
NEW JERSEY.								
252	Jersey City	St. Peter's College	R. C	1878	5	0	3	0
253	Newark	St. Benedict's College	R. C	1868	2	0	6	0
254	New Brunswick	Rutgers College	Reformed	1766	7	5	29	0
255	Princeton	Princeton University	Nonsect	1746	0	0	101	0
256	South Orange	Seton Hall College	R. C	1856	6	0	14	0
NEW MEXICO.								
257	Albuquerque	University of New Mexico	Territory ...	1892	8	2	8	2
NEW YORK.								
258	Alfred	Alfred University	Nonsect	1836	5	3	16	5
259	Allogany	St. Bonaventure's College	R. C	1859	3	0	14	0
260	Annandale	St. Stephen's College	P. E.	1860	0	0	9	0
261	Brooklyn	Adelphi College	Nonsect	1896	27	20	19	12
262	..do	Polytechnic Institute of Brooklyn	Nonsect	1854	32	4	20	0
263	..do	St. Francis College*	R. C	1859	14	0	13	0
264	..do	St. John's College	R. C	1870	18	0	18	0
265	Buffalo	Canisius College	R. C	1870	24	0	7	0
266	Canton	St. Lawrence University	Univ	1858	0	0	9	0
267	Clinton	Hamilton College	Nonsect	1812	0	0	20	0
268	Geneva	Hobart College	P. E.	1822	0	0	19	0
269	Hamilton	Colgate University	Bapt.	1819	8	0	18	0
270	Ithaca	Cornell University	Nonsect	1868	0	0	187	3
271	New York	College of St. Francis Xavier	R. C	1847	19	0	15	0
272	..do	College of the City of New York	City	1849	30	0	61	0
273	..do	Columbia University	Nonsect	1754	0	0	174	0
274	..do	Manhattan College	R. C.	1863	8	0	17	0
275	..do	New York University	Nonsect	1831	0	0	41	0
276	..do	St. John's College	R. C	1841	14	0	18	0
277	Niagara University	Niagara University	R. C	1856	12	0	10	0
278	Rochester	University of Rochester	Bapt.	1850	0	0	20	0
279	Schenectady	Union College	Nonsect	1795	0	0	20	0
280	Syracuse	Syracuse University	M. E.	1871	0	0	50	8
NORTH CAROLINA.								
281	Belmont	St. Mary's College	R. C	1878	2	0	12	0
282	Chapel Hill	University of North Carolina	State	1795	0	0	36	0
283	Charlotte	Biddle University	Presb.	1878	8	0	8	0
284	Davidson	Davidson College	Presb.	1837	0	0	14	0
285	Durham	Trinity College	M. E. So.	1851	6	0	23	0
286	Elon College	Elon College	Christian	1890	8	3	8	3
287	Guilford College	Guilford College	Friends	1837	0	1	6	1
288	Hickory	Lenoir College	Luth	1891	2	1	6	2
289	Mount Pleasant	North Carolina College*	Luth	1859	2	0	4	0
290	Newton	Catawba College	Reformed	1851	5	5	5	5
291	Raleigh	Shaw University	Bapt.	1865	7	6	2	2
292	Salisbury	Livingstone College	A. M. E. Z.	1882	6	4	7	3
293	Wake Forest	Wake Forest College	Bapt.	1834	0	0	14	0
294	Weaverville	Weaverville College*	M. E. So.	1873	0	1	4	0
NORTH DAKOTA.								
295	Fargo	Fargo College	Cong	1887	6	5	6	5
296	University	University of North Dakota	State	1884	8	2	19	2
297	Wahpeton	Red River Valley University	M. E.	1892	5	2	4	2
OHIO.								
298	Akron	Buchtel College	Univ	1872	4	4	10	6
299	Alliance	Mount Union College	M. E.	1846	6	3	10	2
300	Athens	Ohio University	State	1809	0	0	22	5
301	Berea	Baldwin University	M. E.	1846	8	2	8	2
302	..do	German Wallace College	M. E.	1864	3	3	10	2
303	Cedarville	Cedarville College	Ref. Presb.	1894	5	2	6	1
304	Cincinnati	St. Xavier College	R. C	1831	14	0	10	0

* Statistics of 1900-1901.

TABLE 30.—Statistics of universities and colleges

Location.	Name.	Religious or nonsectarian control.	Year of first opening.	Professors and instructors.			
				Preparatory department.		Collegiate department.	
				Men.	Women.	Men.	Women.
1	2	3	4	5	6	7	8
OHIO—continued.							
305 Cincinnati	University of Cincinnati	City	1874	0	0	54	2
306 Cleveland	St. Ignatius College	R. C.	1886	9	0	7	0
307 do	Western Reserve University	Nonsect	1826	0	0	41	11
308 Columbus	Capital University	Luth	1850	7	0	9	0
309 do	Ohio State University	State	1870	0	0	118	12
310 Defiance	Defiance College*	Christian	1885	5	3	1	1
311 Delaware	Ohio Wesleyan University	M. E.	1844	20	12	27	5
312 Findlay	Findlay College	Ch. of God	1886	1	0	14	0
313 Gambier	Kenyon College	P. E.	1825	11	0	21	0
314 Granville	Denison University	Bapt.	1881	5	10	14	2
315 Hiram	Hiram College	Christian	1850	10	1	5	0
316 Lima	Lima College	Luth	1893	3	2	5	4
317 Marietta	Marietta College	Nonsect	1855	6	0	12	4
318 New Athens	Franklin College	Nonsect	1825	0	0	10	3
319 New Concord	Muskingum College	Un. Presb	1837	9	1	8	1
320 Oberlin	Oberlin College	Nonsect	1833	7	6	24	11
321 Oxford	Miami University	State	1824	10	0	13	0
322 Richmond	Richmond College*	Nonsect	1835	1	1	5	0
323 Rio Grande	Rio Grande College	Free Bapt	1876	4	2	4	2
324 Scio	Scio College	M. E.	1887	2	0	5	1
325 Springfield	Wittenberg College	Luth	1845	5	1	12	0
326 Tiffin	Heidelberg University	Reformed	1850	7	0	9	1
327 Westerville	Otterbein University	U. B.	1847	11	3	12	2
328 Wilberforce	Wilberforce University	A. M. E.	1856	3	2	8	2
329 Wilmington	Wilmington College	Friends	1870	2	3	3	3
330 Wooster	University of Wooster	Presb.	1870	11	3	14	5
331 Yellow Springs	Antioch College	Nonsect	1853	6	2	8	1
OKLAHOMA.							
332 Norman	University of Oklahoma	Territory	1892	21	1	21	1
OREGON.							
333 Albany	Albany College	Presb.	1866	3	3	6	3
334 Dallas	Dallas College	Un. Evang.	1900	1	1	7	2
335 Eugene	University of Oregon	State	1876	0	0	26	4
336 Forest Grove	Pacific University	Cong.	1854	2	2	10	3
337 McMinnville	McMinnville College	Bapt.	1858	4	2	4	2
338 Newberg	Pacific College	Friends	1881	4	3	4	3
339 Philomath	Philomath College	U. B.	1867	3	1	3	1
340 Salem	Willamette University	M. E.	1844	4	4	7	1
PENNSYLVANIA.							
341 Allegheny	Western University of Pennsylvania	Nonsect	1786	0	0	14	0
342 Allentown	Muhlenberg College	Luth	1867	2	0	10	0
343 Annville	Lebanon Valley College	U. B.	1866	8	2	12	1
344 Beatty	St. Vincent College	R. C.	1846	3	0	5	0
345 Beaver	Beaver College	M. E.	1853	2	5	4	5
346 Beaver Falls	Geneva College	Ref. Presb.	1849	3	4	7	3
347 Bethlehem	Moravian College	Moravian	1807	0	0	6	0
348 Carlisle	Dickinson College	M. E.	1783	6	0	18	0
349 Chester	Pennsylvania Military College	Nonsect	1862	0	0	14	0
350 Collegeville	Ursinus College	Reformed	1870	6	6	13	2
351 Easton	Lafayette College	Presb.	1832	0	0	30	0
352 Gettysburg	Pennsylvania College	Luth	1832	3	1	11	0
353 Greenville	Thiel College	Luth	1870	9	1	9	0
354 Grove City	Grove City College	Nonsect	1884	2	1	8	2
355 Haverford	Haverford College	Friends	1833	0	0	22	0
356 Huntingdon	Juniata College	Ger. Bapt.	1876	6	1	4	1
357 Lancaster	Franklin and Marshall College	Reformed	1836	7	0	14	0
358 Lewisburg	Bucknell University	Bapt.	1846	5	5	25	0
359 Lincoln University	Lincoln University	Presb.	1854	0	0	11	0
360 Meadville	Allegheny College	M. E.	1815	5	2	14	1
361 Myerstown	Albright College*	Un. Evang.	1881	3	1	10	5
362 New Berlin	Central Pennsylvania College ^a	Un. Evang.	1855	1	1	7	0
363 New Wilmington	Westminster College	Un. Presb.	1852	0	0	7	5

*Statistics of 1900-1901.

for men and for both sexes—Continued.

Professors and instructors.				Students.															
Professional departments.		Total number (excluding duplicates).		Preparatory department.		Collegiate department.		Graduate department.				Professional departments.		Summer school.		Total number (excluding duplicates).			
Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.		
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26		
106	0	165	2	0	0	420	368	15	15	0	0	741	0	65	70	1,045	383	305	
0	0	16	0	145	0	36	0	0	0	0	0	0	0	0	0	181	0	306	
108	0	141	9	0	0	206	222	10	6	0	0	339	0	0	0	555	228	307	
4	0	9	0	33	0	43	0	1	0	0	0	24	0	0	0	101	0	308	
8	0	126	12	0	0	1,088	191	0	0	32	17	186	2	0	0	1,306	210	309	
0	0	5	5	60	61	2	2	0	0	0	0	0	0	0	0	62	63	310	
57	3	85	19	161	115	352	233	4	2	19	4	70	8	0	0	828	557	311	
1	0	11	2	12	7	23	6	0	0	0	0	0	0	0	0	112	204	312	
4	0	29	0	88	0	102	0	0	0	0	0	18	0	0	0	208	0	313	
0	0	19	12	132	54	132	94	2	0	0	0	0	0	0	0	266	148	314	
0	0	13	1	95	40	104	55	0	0	0	0	0	0	0	0	199	95	315	
0	0	6	4	46	56	14	8	0	0	0	0	0	0	15	25	60	64	316	
0	0	14	6	69	40	61	31	2	0	0	0	0	0	0	0	141	129	317	
0	0	10	3	10	6	59	18	0	0	0	0	0	0	0	0	64	24	318	
0	0	9	7	46	31	64	35	0	0	0	0	0	0	19	16	109	104	319	
7	0	61	25	136	134	235	256	7	1	0	0	35	0	11	16	516	866	320	
0	0	18	0	38	14	57	12	3	0	0	0	0	0	0	0	98	26	321	
0	0	6	1	21	11	5	0	0	0	0	0	0	0	0	0	26	11	322	
0	0	5	2	18	14	10	4	0	0	0	0	0	0	0	0	49	67	323	
0	0	11	4	34	33	25	13	0	0	0	0	37	0	0	0	129	159	324	
3	0	22	6	91	49	123	44	2	2	0	0	22	1	29	37	267	133	325	
4	0	19	2	32	21	73	28	0	0	0	0	17	1	26	48	236	105	326	
0	0	25	7	102	99	53	25	0	0	0	0	0	0	35	43	190	167	327	
7	0	17	6	48	69	16	26	0	0	0	0	15	1	0	0	155	232	328	
0	0	5	5	38	30	38	23	1	1	0	0	0	0	0	0	77	54	329	
0	0	45	13	77	40	125	97	2	1	0	0	0	0	185	233	355	354	330	
0	0	8	3	34	35	22	10	0	0	0	0	0	0	0	0	56	45	331	
5	0	21	2	133	89	44	32	3	0	0	0	26	4	0	0	216	143	332	
0	0	8	6	46	35	14	13	0	0	0	0	0	0	0	0	104	63	333	
0	0	7	2	22	27	18	7	0	0	0	0	0	0	0	0	44	73	334	
28	0	74	9	0	0	184	87	0	0	0	0	96	9	10	10	360	110	335	
0	0	10	5	99	62	32	16	0	0	0	0	0	0	0	0	131	78	336	
0	0	5	5	7	6	31	30	0	0	0	0	0	0	0	0	67	91	337	
0	0	4	3	24	18	40	35	0	0	0	0	0	0	0	0	64	53	338	
0	0	3	1	25	20	4	1	0	0	0	0	0	0	0	0	29	21	339	
28	0	40	8	0	0	20	24	0	0	3	0	36	4	58	78	170	228	340	
116	0	120	0	0	0	178	10	0	0	0	0	702	2	0	0	880	12	341	
0	0	12	0	31	0	119	0	0	0	0	0	0	0	0	0	150	0	342	
0	0	27	2	72	29	99	29	0	0	0	19	11	0	0	0	283	168	343	
9	0	33	0	87	0	79	0	0	0	0	0	0	0	0	0	282	0	344	
0	0	7	10	34	79	9	13	0	0	0	0	0	0	0	0	66	236	345	
0	0	10	7	77	38	34	15	0	0	0	0	0	0	0	0	122	102	346	
4	0	6	0	0	0	23	0	0	0	4	0	15	0	0	0	42	0	347	
8	0	31	0	110	10	226	40	2	0	9	0	107	0	0	0	454	50	348	
0	0	14	0	81	0	120	0	0	0	0	0	0	0	0	0	151	0	349	
6	0	17	7	51	28	48	10	0	0	0	0	38	0	21	6	134	86	350	
0	0	30	0	0	0	408	0	3	0	13	0	0	0	0	0	419	0	351	
0	0	14	1	61	24	165	13	1	0	0	0	0	0	0	0	227	37	352	
0	0	9	1	20	14	83	29	0	0	0	0	0	0	0	0	53	43	353	
0	0	12	9	89	44	144	47	0	0	0	0	0	0	6	86	343	259	354	
0	0	22	0	0	0	122	0	3	0	0	0	0	0	0	0	125	0	355	
3	0	17	3	22	20	14	2	0	0	0	0	7	0	0	0	176	157	356	
5	0	24	0	173	0	164	0	1	0	4	0	54	0	0	0	378	0	357	
0	0	30	9	83	86	46	55	3	4	41	17	0	0	0	0	351	210	358	
8	0	13	0	0	0	147	0	0	0	0	0	61	0	0	0	208	0	359	
0	0	15	2	90	81	137	63	2	1	0	0	0	0	0	0	229	95	360	
0	0	10	5	39	33	35	12	0	0	0	0	0	0	0	0	74	45	361	
0	0	8	1	36	17	31	9	0	2	0	0	0	0	0	0	67	28	362	
0	0	7	5	36	20	115	79	0	0	0	0	0	0	0	0	164	116	363	

*Consolidated in June, 1902, with Albright College, Myerstown, Pa.

TABLE 30.—Statistics of universities and colleges

	Location.	Name.	Religious or nonsectarian control.	Year of first open- ing.	Professors and instructors.			
					Prepar- atory depart- ment.		Collegi- ate depart- ment.	
					Men.	Women.	Men.	Women.
1	2	3	4	5	6	7	8	
PENNSYLVANIA—CON.								
364	Philadelphia	Central High School	City	1838	0	0	54	0
365	.....do	La Salle College	R. C.	1867	9	0	14	0
366	.....do	University of Pennsylvania	Nonsect	1740	0	0	107	0
367	Pittsburg	Holy Ghost College	R. C.	1878	10	0	12	0
368	Selinsgrove	Susquehanna University	Luth.	1858	6	1	11	1
369	South Bethlehem	Lehigh University	Nonsect	1866	0	0	49	0
370	State College	Pennsylvania State College	State	1859	5	1	45	3
371	Swarthmore	Swarthmore College	Friends	1869	0	0	18	8
372	Villanova	Villanova College	R. C.	1842	7	0	11	0
373	Volant	Volant College	Nonsect	1889	4	2	4	2
374	Washington	Washington and Jefferson College	Presb.	1802	10	0	18	0
375	Waynesburg	Waynesburg College	Cum. Presb.	1851	5	1	7	1
RHODE ISLAND.								
376	Providence	Brown University	Bapt.	1764	0	0	76	1
SOUTH CAROLINA.								
377	Charleston	College of Charleston	City	1791	0	0	7	0
378	Clinton	Presbyterian College of South Caro- lina	Presb.	1880	0	0	6	0
379	Columbia	Allen University	A. M. E.	1881	5	5	4	0
380	.....do	South Carolina College	State	1805	0	0	16	0
381	Due West	Erskine College	A. R. Presb. ..	1839	2	0	7	1
382	Greenville	Furman University	Bapt.	1852	3	0	11	0
383	Newberry	Newberry College	Luth.	1858	1	0	7	0
384	Orangeburg	Clafin University	Meth.	1869	6	4	5	4
385	Spartanburg	Wofford College	M. E. So.	1854	6	0	8	0
SOUTH DAKOTA.								
386	Huron	Huron College	Presb.	1883	8	4	8	4
387	Mitchell	Dakota University	M. E.	1885	6	5	7	0
388	Redfield	Redfield College	Cong.	1887	6	3	7	3
389	Vermilion	University of South Dakota	State	1882	2	9	15	1
390	Yankton	Yankton College	Cong.	1882	7	3	6	2
TENNESSEE.								
391	Athens	Grant University*	M. E.	1867	3	6	4	5
392	Bristol	King College*	Presb.	1869	4	0	4	0
393	Clarksville	Southwestern Presbyterian Univer- sity	Presb.	1855	0	0	13	0
394	Greeneville	Greeneville and Tusculum College* ..	Presb.	1794	7	3	7	3
395	Harriman	American University of Harriman ..	Nonsect	1893	6	2	10	2
396	Hivasssee College	Hiwassee College	Nonsect	1849	1	1	3	2
397	Jackson	Southwestern Baptist University* ..	Bapt.	1847	1	1	6	0
398	Jefferson City	Carson and Newman College*	Bapt.	1851	8	5	8	5
399	Knoxville	Knoxville College	Un. Presb.	1875	7	1	2	9
400	.....do	University of Tennessee	State	1794	0	0	38	1
401	Lebanon	Cumberland University	Cum. Presb.	1842	2	0	8	0
402	Limestone	Washington College	Nonsect	1795	2	1	3	2
403	McKenzie	Bethel College	Cum. Presb.	1850	1	1	2	3
404	Maryville	Maryville College	Presb.	1819	3	1	10	4
405	Memphis	Christian Brothers College*	R. C.	1871	10	0	10	0
406	Milligan	Milligan College	Christian	1882	1	2	3	2
407	Nashville	Fisk University	Cong.	1866	4	8	7	5
408	.....do	Roger Williams University	Bapt.	1865	5	8	5	8
409	.....do	University of Nashville*	Nonsect	1785	0	6	16	11
410	.....do	Vanderbilt University	M. E. So.	1875	0	0	35	0
411	.....do	Walden University	M. E.	1866	4	4	6	6
412	Sewanee	University of the South	P. E.	1868	8	0	16	0
413	Spencer	Burritt College	Christian	1848	1	1	4	4
414	Sweetwater	Sweetwater College	Nonsect	1874	2	1	3	2
TEXAS.								
415	Austin	St. Edward's College	R. C.	1885	4	0	13	0
416	.....do	University of Texas	State	1883	0	0	38	7

* Statistics of 1900-1901.

for men and for both sexes—Continued.

Professors and instructors.				Students.															
Professional departments.		Total number (excluding duplicates).		Preparatory department.		Collegiate department.		Graduate department.				Professional departments.		Summer school.		Total number (excluding duplicates).			
Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.		
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26		
0	0	54	0	0	0	1,221	0	0	0	0	0	0	0	0	0	1,221	0	364	
0	0	21	0	149	0	57	0	0	0	0	0	0	0	0	0	206	0	365	
183	0	272	0	0	0	760	57	148	31	0	0	1364	7	0	0	2,291	282	366	
C	0	22	0	100	0	110	0	10	0	30	0	0	0	0	0	250	0	367	
8	0	21	1	117	49	39	7	0	0	1	0	17	0	0	0	174	56	368	
0	0	49	0	0	0	547	0	2	0	5	0	0	0	0	0	554	0	369	
0	0	45	3	37	0	408	9	4	0	0	0	0	0	272	1	431	10	370	
0	0	18	8	0	0	94	113	0	0	0	0	0	0	0	0	94	113	371	
8	0	21	0	111	0	87	0	0	0	0	0	22	0	0	0	220	0	372	
0	0	4	2	31	50	9	10	0	0	0	0	0	0	0	0	40	60	373	
0	0	25	0	107	0	253	0	0	0	0	0	0	0	0	0	360	0	374	
0	0	10	5	104	74	33	27	0	1	1	0	0	0	0	0	151	182	375	
0	0	76	1	0	0	650	176	44	34	13	3	0	0	0	0	707	213	376	
0	0	7	0	0	0	59	0	0	0	0	0	0	0	0	0	59	0	377	
0	0	6	0	0	0	42	17	0	0	0	0	0	0	0	0	42	17	378	
0	0	9	5	98	203	9	6	0	0	0	0	0	0	0	0	107	209	379	
2	0	16	0	0	0	203	12	10	0	0	0	32	0	0	0	215	12	380	
3	0	12	1	23	6	80	16	4	2	2	1	8	0	0	0	117	25	381	
0	0	14	0	77	0	153	0	0	0	0	0	0	0	0	0	230	0	382	
0	0	8	0	26	0	103	24	0	0	14	0	0	0	0	0	143	24	383	
0	0	8	6	82	78	24	5	0	0	0	0	0	0	0	0	106	83	384	
0	0	10	0	74	0	175	7	0	0	0	0	0	0	0	0	249	7	385	
0	0	8	4	90	99	9	2	0	0	0	0	0	0	15	54	114	155	386	
0	0	8	5	59	25	36	14	0	0	0	0	0	0	0	0	150	123	387	
0	0	10	3	25	10	11	4	0	0	0	0	0	0	0	0	62	41	388	
2	0	19	10	120	128	56	5	0	0	2	0	8	0	0	0	191	214	389	
0	0	9	8	65	52	30	24	0	0	0	0	0	0	0	0	130	159	390	
49	0	54	11	130	128	19	7	0	0	0	0	261	2	0	0	611	210	391	
0	0	4	0	12	0	48	0	0	0	0	0	0	0	0	0	60	0	392	
4	0	13	0	0	0	90	0	0	0	0	0	17	0	0	0	90	0	393	
0	0	7	3	91	25	14	16	0	0	0	0	0	0	23	37	128	78	394	
6	0	21	6	112	95	29	13	7	0	31	8	13	0	0	0	192	116	395	
0	0	3	2	20	18	50	38	0	0	0	0	0	0	0	0	70	56	396	
9	0	17	2	10	5	132	52	0	0	0	0	50	0	0	0	211	79	397	
0	0	8	5	101	70	60	37	0	0	0	0	0	0	0	0	190	141	398	
2	0	8	9	44	41	18	7	0	0	0	0	3	0	0	0	136	167	399	
51	0	80	1	0	0	302	78	2	1	0	0	248	0	0	0	539	79	400	
9	0	19	0	141	14	50	7	3	0	6	0	127	0	0	0	327	21	401	
0	0	5	3	51	25	22	13	0	0	0	0	0	0	0	0	73	88	402	
0	0	3	4	40	58	2	2	0	0	0	0	0	0	0	0	42	60	403	
0	0	13	5	172	129	37	32	1	0	0	0	0	0	0	0	210	161	404	
0	0	20	0	150	0	60	0	0	0	0	0	0	0	0	0	210	0	405	
0	0	4	4	60	50	49	41	0	0	0	0	0	0	0	0	109	91	406	
1	0	7	9	65	10	60	24	0	0	2	0	6	0	0	0	129	145	407	
0	0	5	8	57	14	28	1	0	0	0	0	5	0	0	0	134	87	408	
58	0	16	17	140	166	213	294	0	0	0	0	0	0	0	0	353	460	409	
26	0	96	0	0	0	185	41	49	13	0	0	418	0	60	0	592	43	410	
30	0	36	10	57	47	71	61	0	0	0	0	305	30	0	0	433	138	411	
0	0	49	0	164	0	122	0	0	0	0	0	270	0	0	0	556	0	412	
0	0	6	4	78	85	37	15	0	0	0	0	0	0	0	0	115	100	413	
0	0	3	3	16	14	20	12	1	1	0	0	0	0	0	0	37	27	414	
0	0	17	0	61	0	120	0	0	0	0	0	0	0	0	0	181	0	415	
26	2	76	9	0	0	417	248	19	14	0	0	883	28	129	140	948	430	416	

TABLE 30.—Statistics of universities and colleges

Location.	Name.	Religious or nonsectarian control.	Year of first opening.	Professors and instructors.				
				Preparatory department.		Collegiate department.		
				Men.	Women.	Men.	Women.	
1	2	3	4	5	6	7	8	
TEXAS—continued.								
417	Brownwood	Howard Payne College	Bapt.	1890	4	5	4	5
418	Fort Worth	Fort Worth University	M. E.	1881	8	6	4	0
419	do	Polytechnic College	M. E. So.	1891	7	5	7	5
420	Galveston	St. Mary's University	R. C.	1854	1	0	2	0
421	Georgetown	Southwestern University	M. E. So.	1873	3	1	8	0
422	Greenville	Burleson College	Bapt.	1893	0	2	3	1
423	Marshall	Wiley University	M. E.	1873	4	3	4	3
424	Sherman	Austin College	Presb.	1850	5	0	6	0
425	Waco	Baylor University	Bapt.	1845	5	3	14	0
426	do	Paul Quinn College	A. M. E.	1881	7	8	4	1
427	do	Texas Christian University	Christian	1873	1	3	8	2
428	Waxahachie	Trinity University	Cum. Presb.	1869	5	1	5	0
UTAH.								
429	Logan	Brigham Young College	L. D. Saints.	1878	26	3	11	1
430	Salt Lake City	University of Utah	State	1850	20	1	20	1
VERMONT.								
431	Burlington	University of Vermont and State Agricultural College	State	1800	0	0	38	0
432	Middlebury	Middlebury College	Nonsect	1800	0	0	11	0
433	Northfield	Norwich University	Nonsect	1834	0	0	7	0
VIRGINIA.								
434	Ashland	Randolph-Macon College	M. E. So.	1832	0	0	13	0
435	Bridgewater	Bridgewater College	Ger. Bapt.	1884	0	1	12	1
436	Charlottesville	University of Virginia	State	1825	0	0	25	0
437	Emory	Emory and Henry College	M. E. So.	1838	3	0	6	0
438	Fredericksburg	Fredericksburg College	Presb.	1893	6	0	6	0
439	Hampden-Sidney	Hampden-Sidney College	Presb.	1776	0	0	9	0
440	Lexington	Washington and Lee University	Nonsect	1749	0	0	18	0
441	Richmond	Richmond College	Bapt.	1832	0	0	10	0
442	do	Virginia Union University	Bapt.	1869	8	4	6	0
443	Salem	Roanoke College	Evang. Luth	1853	1	0	9	0
444	Williamsburg	College of William and Mary*	State	1693	3	1	11	0
WASHINGTON.								
445	Burton	Vashon College	Nonsect	1892	7	4	5	1
446	Seattle	University of Washington	State	1862	8	8	22	3
447	Spokane	Gonzaga College	R. C.	1887	2	0	15	0
448	Tacoma	Puget Sound University*	M. E.	1890	4	4	4	4
449	do	Whitworth College	Presb.	1890	6	5	6	5
450	Vancouver	St. James College	R. C.	1856	2	0	5	0
451	Wallawalla	Whitman College	Cong	1866	9	2	8	2
WEST VIRGINIA.								
452	Barboursville	Morris Harvey College	M. E. So.	1888	0	1	2	1
453	Bethany	Bethany College	Christian	1841	3	2	10	0
454	Morgantown	West Virginia University	State	1868	15	3	27	4
WISCONSIN.								
455	Appleton	Lawrence University	M. E.	1849	5	2	16	2
456	Beloit	Beloit College	Nonsect	1847	5	0	25	2
457	Franklin	Mission House	Reformed	1859	9	0	11	0
458	Madison	University of Wisconsin	State	1850	0	0	155	11
459	Milton	Milton College	7th D. Bapt.	1844	6	3	8	3
460	Milwaukee	Concordia College	Luth.	1881	7	0	7	0
461	do	Marquette College	R. C.	1881	7	0	7	0
462	Ripon	Ripon College	Cong	1853	6	5	10	4
463	Watertown	Northwestern University*	Luth.	1865	5	0	5	0
WYOMING.								
464	Laramie	University of Wyoming	State	1887	15	3	15	3

* Statistics of 1900-1901.

for men and for both sexes—Continued.

Professors and instructors.				Students.														
Professional departments.		Total number (excluding duplicates).		Preparatory department.		Collegiate department.		Graduate department.				Professional departments.		Summer school.		Total number (excluding duplicates).		
Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Resident.		Non-resident.		Men.	Women.	Men.	Women.	Men.	Women.	
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	
0	0	4	5	80	85	25	18	0	0	0	0	0	0	0	0	105	103	417
21	0	34	8	115	104	24	15	0	0	0	0	134	0	0	0	500	337	418
0	0	7	5	75	60	45	10	0	0	0	0	0	0	0	0	120	70	419
0	0	3	0	22	0	30	0	0	0	0	0	0	0	0	0	52	0	420
0	0	11	1	129	34	149	83	0	0	1	0	0	0	0	0	279	117	421
0	0	3	3	30	25	40	20	0	0	0	0	0	0	0	0	70	45	422
0	0	4	3	34	8	8	2	0	0	0	0	0	0	0	0	50	31	423
0	0	8	0	64	0	63	0	0	0	0	0	0	0	50	0	177	0	424
3	0	22	3	264	77	152	77	0	0	0	9	100	0	0	0	676	203	425
0	0	7	8	58	51	44	15	0	0	0	0	3	0	0	0	130	94	426
0	0	12	8	57	47	51	54	0	0	0	0	0	0	0	0	179	235	427
0	0	6	2	100	25	50	25	0	0	0	0	0	0	0	0	150	50	428
0	0	26	3	296	244	24	2	0	0	0	0	0	0	0	0	340	290	429
0	0	30	2	224	223	124	117	2	0	0	0	0	0	43	45	381	373	430
31	0	69	0	0	0	234	55	1	0	2	0	215	0	0	0	507	63	431
0	0	11	0	0	0	70	43	0	0	0	0	0	0	0	0	70	43	432
0	0	7	0	0	0	70	0	0	0	0	0	0	0	17	0	70	0	433
0	0	13	0	0	0	125	0	4	0	0	0	0	0	0	0	129	0	434
2	0	12	2	25	17	88	73	0	0	0	0	11	2	0	0	123	90	435
31	0	52	0	0	0	270	0	24	0	0	0	339	0	0	0	612	0	436
0	0	7	0	50	0	70	0	0	0	0	0	0	0	0	0	120	0	437
0	0	9	3	60	84	26	13	0	0	0	0	0	0	0	0	86	97	438
4	0	22	0	0	0	105	0	2	0	0	0	0	0	0	0	107	0	439
3	0	13	0	0	0	181	0	18	0	0	0	57	0	0	0	238	0	440
5	0	12	4	139	0	16	0	0	0	0	0	62	0	0	0	196	0	442
0	0	10	0	16	1	110	15	0	0	0	0	0	0	0	0	145	19	443
0	0	14	1	16	12	157	0	0	0	0	0	0	0	0	0	173	12	444
0	0	7	6	70	19	41	28	0	0	0	0	0	0	0	0	111	47	445
5	0	39	11	63	39	265	116	5	8	0	0	96	9	0	0	429	172	446
3	0	20	0	58	0	189	0	0	0	0	0	38	0	0	0	285	0	447
0	0	4	4	38	32	9	6	0	0	0	0	0	0	0	0	47	38	448
0	0	6	5	29	28	6	17	0	0	0	0	0	0	0	0	36	53	449
0	0	7	0	40	0	30	0	0	0	0	0	0	0	0	0	70	0	450
0	0	13	3	70	55	32	25	0	0	0	0	0	0	0	0	120	141	451
1	0	5	5	10	11	40	25	0	0	0	0	8	0	0	0	56	52	452
0	0	13	2	30	20	60	13	0	0	0	0	0	0	0	0	90	33	453
3	0	34	4	182	40	228	69	26	3	0	0	117	0	0	0	579	176	454
0	0	21	9	29	19	122	93	1	2	5	5	0	0	26	19	287	176	455
0	0	30	2	176	0	188	80	2	0	0	0	0	0	0	0	316	80	456
4	0	16	0	24	0	29	3	0	0	0	0	25	0	0	0	78	3	457
47	1	161	15	0	0	1,721	458	92	31	0	0	289	5	249	118	2,087	690	458
0	0	8	3	33	39	20	14	0	0	0	0	0	0	0	0	63	62	459
0	0	7	0	131	0	106	0	0	0	0	0	0	0	0	0	237	0	460
0	0	14	0	114	0	59	0	0	0	0	0	0	0	0	0	203	0	461
0	0	10	7	22	21	48	31	0	0	0	0	0	0	0	0	70	52	462
0	0	9	0	89	10	41	1	0	0	0	0	0	0	0	0	130	11	463
0	0	15	3	58	35	37	40	1	1	2	0	0	0	0	0	92	77	464

TABLE 31.—Statistics of universities and colleges for men and for both sexes—Continued.

Name.	Number of students in undergraduate courses.												Undergraduate students studying—		Number of students in pedagogy.		Number of students in business course.		Number of students in military drill.
	Classical course.	Other general culture courses.	General science courses.	Agriculture.	Mechanical engineering.	Civil engineering.	Electrical engineering.	Chemical engineering.	Mining engineering.	Architecture.	Sanitary engineering.	Latin.	Greek.	Men.	Women.	Men.	Women.		
I	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	
ALABAMA.																			
1 Howard College.....	134					8						115	75					142	
2 Southern University.....	115	20										58	0	0	0	0	0	0	
3 Lafayette College.....	42	27										38	29	0	0	29	0	0	
4 St. Bernard College.....	38	0	0	0	0	0	0	0	0	0	0	86	62	0	57	0	0		
5 Spring Hill College.....	85	44	11									63	42	10	2			116	
6 University of Alabama.....	66	30	60			7													
ARIZONA.																			
7 University of Arizona.....	0	17	2	0	2	4	0	4	40	0	0	2	0	0	3	5	8	112	
ARKANSAS.																			
8 Arkadelphia Methodist College.....	a250											50	25	5	15	10	5		
9 Oneachita Baptist College.....	a200											48	20						
10 Arkansas College.....	453											85	2						
11 Arkansas Cumberland College.....	42	43																	
12 Hendrix College.....	51																		
13 University of Arkansas.....	73	26	13	10	14	42	32					62	67	13	8	9	7	388	
14 Philander Smith College.....	16	3										19	17						
CALIFORNIA.																			
15 University of California.....	284	952	191	61	6490	91		171	248	12		54	22	12		54	3	779	
16 Pomona College.....	22	54	28									9	4						
17 Occidental College.....	8	14	5									34	29			40	0		
18 St. Vincent's College*.....	29	23										76	29	0	0	0	0		
19 University of Southern California.....	29	47		0	0	0	0	0	0	0	0	5	4						
20 California College.....	5	3																	
21 Throop Polytechnic Institute.....	0	0	9	0	0	4	4					147	117	0	16	15	7	0	
22 St. Ignace College.....	147																		
23 University of the Pacific.....	10	16										91	91	0	0	17	18		
24 Santa Clara College.....	91	116	18	0	0	0	0	0	0	0	0				0	72	0	0	

UNIVERSITIES, COLLEGES, AND TECHNOLOGICAL SCHOOLS. • 1445

	2								2		2	7
25 Pacific Methodist College*	646								184	236		
26 Leland Stanford Junior University		177	154	43								
COLORADO												
27 University of Colorado	77	135	73	0	0	0	0	0	93	51	9	0
28 Colorado College	216	51	0	41	59	0	0	0	48	43	12	11
29 College of the Sacred Heart	30		0	0	0	0	0	0	30	30	16	0
30 University of Denver	253											0
CONNECTICUT												
31 Trinity College	60	20	26						38	25		
32 Wesleyan University	166	90	53						263	166		
33 Yale University	1,240											
DELAWARE												
34 State College for Colored Students	9	26	30	2	6	5	2	2	13			2
35 Delaware College							29	23	40	10		85
DISTRICT OF COLUMBIA												
36 Catholic University of America												
37 Columbian University	94								43	0	3	2
38 Gallaudet College	73	6	5						136	120		
39 Georgetown University	136								22	15		
40 Gonzaga College	22								30	27	9	93
41 Howard University	28		11						0	0	0	68
42 St. John's College		16									6	0
FLORIDA												
43 John B. Stetson University	11	12	36						10	5		58
44 Florida State Agricultural College		16	33	1					16			44
45 St. Leo Military College	5	10	15	6					5	5	3	21
46 Florida State College	12	20	15									15
47 Rollins College	20										87	60
												4
												6
GEORGIA												
48 University of Georgia	123								130	85	14	0
49 Atlanta Baptist College		10							7	7	0	0
50 Atlanta University	49								32	32	13	0
51 Morris Brown College	9										1	32
52 Bowdon College	3	40							40	5		
53 North Georgia Agricultural College	40	35	5						75	26	10	5
54 Mercer University	106		116						130	54	12	0
55 Emory College	95	131	0	0	0	0	0	0	145	61	4	0

*Statistics of 1900-1901.

a Includes all undergraduates in liberal courses.

b Includes students in electrical engineering.

c Does not include freshmen.

TABLE 31.—Statistics of universities and colleges for men and for both sexes—Continued.

Name.	Number of students in undergraduate courses.												Undergraduate students studying—		Number of students in business course.		Number of students in military drill.	
	Classical course.	Other general culture courses.	General science courses.	Agriculture.	Mechanical engineering.	Civil engineering.	Electrical engineering.	Chemical engineering.	Mining engineering.	Architecture.	Sanitary engineering.	Latin.	Greek.	Men.	Women.	Men.		Women.
GEORGIA—continued.																		
56 Clark University.....	10	6	11								10	10	0	4				
57 Nannie Lou Warthen Institute.....	60										60	0	5	3				
58 Young Harris College.....	80	60									120	40	2	2				
IDAHO.																		
59 University of Idaho.....	30	14	33			15		28			17	10	1	2			125	
ILLINOIS.																		
60 Hedding College.....	22	7	2								25	15						
61 Illinois Wesleyan University.....	25	50	66								70	20	20		80	0	70	
62 St. Viator's College.....	70	20	20								30	16						
63 Blackburn University.....	16	14									10	9	9	11	8	5		
64 Carthage College.....	13		20								10	9			88	0		
65 St. Ignatius College.....	96										84	84						
66 St. Stanislaus College.....	57										57	32			57	597	0	
67 University of Chicago.....	a 2,266			0	0	0	0	0	0	0	100	4	80	100	50	40	40	
68 Austin College.....	12	200									86	58	7	0				
69 Evangelical Proseminary.....	87										66	16	2	3	20	3		
70 Eureka College*.....	33	33									194	157	12	36				
71 Northwestern University.....	132	358																
72 Ewing College.....	a 23																	
73 Northern Illinois College*.....	75																	
74 Knox College.....	a 275																	
75 Lombard College.....	a 82																	
76 Greenville College.....	a 116		15								15	5	4	3	26	20		
77 Illinois College.....	a 67																	
78 Lake Forest University.....	31		8								35	12						
79 McKendree College.....	12	85	25								42	34						
80 Lincoln College.....	63	40	39								80	30	1	2				
81 Monmouth College.....	63	40	39								90	33						
82 Northwestern College.....	8	79	19								48	28			31	10		

83	St. Bede College.....	12	12	57	0
84	St. Francis Solanus College.....	115	77	.....	.....
85	Augustana College.....	α77	125	90	20
86	St. Joseph's College.....	135	135	.....	.....
87	Shurtleff College.....	45	45	5	5
88	University of Illinois.....	14	52	21	20
89	Wesfield College.....	3	11	2	3
90	Wheaton College.....	28	14	12	2
INDIANA.					
91	Indiana University.....	1,075	157	30	84
92	Wabash College.....	α133	113	.....	.....
93	Concordia College.....	30	99	30	.....
94	Franklin College.....	211	66	41	29
95	De Pauw University.....	39	.....	.....	32
96	Hanover College.....	120	.....	.....	.....
97	Butler College*.....	43	44	19	29
98	Union Christian College.....	14	17	13	20
99	Moore's Hill College.....	124	158	124	15
100	University of Notre Dame.....	43	.....	.....	81
101	Earlham College.....	54	54	44	0
102	St. Meinrad College.....	42	42	36	8
103	Taylor University.....	.....	.....	.....	2
INDIAN TERRITORY.					
104	Indian University.....	3	6	4	.....
105	Henry Kendall College.....	8	8	6	0
IOWA.					
106	Coe College.....	58	100	7	21
107	Charles City College.....	3	7	3	4
108	Warburg College.....	25	25	25	25
109	Amity College.....	22	.....	.....	.....
110	Luther College.....	108	108	22	30
111	Des Moines College.....	α53	.....	.....	.....
112	Drake University.....	α215	108	102	3
113	St. Joseph's College.....	120	.....	.....	.....
114	Parsons College.....	28	189	77	100
115	Upper Iowa University.....	13	120	100	175
116	Iowa College.....	284	.....	.....	.....
117	Lenoix College.....	α42	50	8	12
118	Simpson College.....	45	81	17	18
119	State University of Iowa.....	98	140	65	36
120	Grace College*.....	10	41	2	3
121	Palmer College.....	7	10	0	0
122	German College.....	6	188	69	11
123	Iowa Wesleyan University.....	36	10	0	41
124	Cornell College.....	73	37	40	67
			140	65	12
					10
					0

α Includes all undergraduates in liberal courses.

* Statistics of 1900-1901.

TABLE 31.—Statistics of universities and colleges for men and for both sexes—Continued.

Name.	Number of students in undergraduate courses.										Undergraduate students studying—		Number of students in pedagogy.		Number of students in business course.		Number of students in military drill.	
	Classical course.	Other general culture courses.	General science courses.	Agriculture.	Mechanical engineering.	Civil engineering.	Electrical engineering.	Chemical engineering.	Mining engineering.	Architecture.	Sanitary engineering.	Latin.	Greek.	Men.	Women.	Men.		Women.
I	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
IOWA—continued.																		
125 Penn College.....		32	25	52								25	33	11	8	19	6	
126 Central University of Iowa.....		15	9									24	9					
127 Morrisville College.....		13	54	27								35	14	8	48	42	9	
128 Buena Vista College.....		5	7	1								22	5	0	9	28	7	
129 Talbot College.....		26	31									26	26					
130 Western College.....		25	46													29	5	
KANSAS.																		
131 Midland College.....		17	13	12								37	17	2	2			
132 St. Benedict's College.....		58										58	34			55	0	
133 Baker University.....		180	48									208	180	17	10	97	30	120
134 College of Emporia.....		42	44									86	42	5	5	0	0	0
135 Highland University.....		4										2	2					
136 Campbell University.....		9	4									9	9	10	6	41	9	
137 Kansas City University.....		6	15									15	10					
138 University of Kansas.....	α 619	2	11	11	7	46	45	2	4			40	15	21	46			225
139 Lane University.....	5											20	2	9				
140 Kansas Christian College.....	5											15	10	20	23	30	25	
141 Bethany College.....	35	54	8									15	12	9	5			
142 Ottawa University.....	22	59	24									21	22	21	34	92	42	
143 St. Mary's College.....	89											81	77	5	10	66	66	18
144 Kansas Wesleyan University.....	20	5	20									77	77			135	0	
145 Cooper College.....	15	15	15									45	30	15	46			25
146 Washburn College.....	α 148	22	17		0	0	0	0	0	0	0	45	20	20	10	15	6	
147 Fairmount College.....	22	21										33	33	0	6	0	0	0
148 Friends University.....	α 42											43	22	3	10			
149 St. John's Lutheran College.....	10													2	18			
150 Southwest Kansas College.....	21	20	5									46	21	3	25	80	20	
KENTUCKY.																		
151 Union College.....	5											5	4					
152 Berea College.....	9			12								56	14	138	70			

TABLE 31.—Statistics of universities and colleges for men and for both sexes—Continued.

Name.	Number of students in undergraduate courses.										Undergraduate students studying—		Number of students in pedagogy.		Number of students in business course.		Number of students in military drill.	
	2	3	4	5	6	7	8	9	10	11	12	Latin.	Greek.	Men.	Women.	Men.		Women.
MASSACHUSETTS—continued.																		
190 Tufts College.....			23		2	35	60					60	40					
191 Williams College.....			398									398	266					
192 Clark University.....												194	194	39	0	0	0	0
193 College of the Holy Cross.....			0	0	0	0	0	0	0	0	0	194	194	39	0	0	0	0
MICHIGAN.																		
194 Adrian College.....	9	46										144	47	4	2			
195 Albion College.....	46	143										31	16	11	6	71	20	
196 Alma College.....	16	64										72	72	7	9			
197 University of Michigan.....	1,178				699	95	43	16				20	21	13	21			
198 Detroit College.....	78											72	72					
199 Hillsdale College.....	44	67										20	21					
200 Hope College.....	91																	
201 Kalamazoo College*.....	112																	
202 Olivet College.....	41	58	55											7	8			
MINNESOTA.																		
203 St. John's University.....	50	18	20		2							53	50			108	0	
204 Augsburg Seminary.....	65											47	65					
205 University of Minnesota.....	1,179				31	90	95	21	109			250	80	25	65			894
206 Carleton College.....	44	97	77									121	44	9	16			
207 St. Olaf College.....	60		17									48	60					
208 Hamline University.....	42	169										100	15	8	10			
209 Macalester College.....	26	33										53	40	8	10	112	12	
210 Gustavus Adolphus College.....	53											53	40	8	10	112	12	
211 Parker College.....														7	3	4	2	
MISSISSIPPI.																		
212 Mississippi College.....	175	7										175	75	100	110	10	10	85
213 Rust University.....	7	1										8	7	7				

214	Millsaps College.....	105	80	40	9	2	2	2	80	34	40	9	2	2	251
215	University of Mississippi.....	57	93	20	5	2	53	59	27	27	3	19	3	31	170
MISSOURI.															
216	Central Christian College.....	12	43	5					12	6				2	
217	Southwest Baptist College*.....	20	27	10					57	30				7	
218	Pike College.....	20	45	25					60	20	0	10	6	4	
219	Missouri Wesleyan College.....	17	1	2					20	17	0	8	15	4	
220	Christian University*.....	a 36													
221	Clarksburg College.....	11	18						30	11	5	8	8	6	
222	University of the State of Missouri.....	a 544									62	61			
223	Central College.....	a 78													
224	Westminster College.....	52													
225	Pfennett College.....	6	2						7	4					
226	La Grange College.....	a 130							50	40	30	25	12	4	
227	William Jewell College.....	a 149													
228	Missouri Valley College.....	a 116													
229	Odessa College.....	12	38						12	0	3	3	0	0	
230	Park College.....	166							166	166					130
231	Christian Brothers College.....	4	15	12					0	0					112
232	St. Louis University.....	88	61	0	0	0	0	0	88	88	20	0	88	0	40
233	Washington University.....	41	68	42	6	1	0	0	41	13	0	0	0	0	14
234	Drury College.....	40	40	22	0	0	0	0	50	38	4	1	46	14	30
235	Tarkio College.....	32	17						64	32					10
236	Rusk College.....	10	10						6	4	1	13	30	10	60
237	Central Wesleyan College.....	40	15								15	17	20	3	
MONTANA.															
238	University of Montana.....	25	7	20		8	17	2	40	6	3	7			
NEBRASKA.															
239	Bellevue College.....	27	11	23					18	27	3	19	3	8	2
240	Cotner University.....	3									0	6	2	14	0
241	Union College.....	50	21	0	0	0	0	0	14	2	2	21	6	5	4
242	Doane College.....	39	46						25	14	3	7	5	4	28
243	Grand Island College.....	13	20						28	13	2	6	26	2	300
244	Hastings College.....	6	16								6	0	4		150
245	University of Nebraska.....	a 653													50
246	Creighton University.....	71							71	121					170
247	Nebraska Wesleyan University.....	20	109	70					43	20	54	103	15	14	9
248	York College.....	5	10						15	13			47	9	
NEVADA.															
249	Nevada State University.....	55	18	1	17	2	53	59			2	49	23	31	

* Statistics of 1900-1901. a Includes all undergraduates in liberal courses. b Two hundred and fifty-two engineering students not classified.

TABLE 31.—Statistics of universities and colleges for men and for both sexes—Continued.

Name.	Number of students in undergraduate courses.										Undergraduate students studying—		Number of students in pedagogy.		Number of students in business course.		Number of students in military drill.	
	Classical course.	Other general culture courses.	General sciences.	Agriculture.	Mechanical engineering.	Civil engineering.	Electrical engineering.	Chemical engineering.	Mining engineering.	Architecture.	Sanitary engineering.	Latin.	Greek.	Men.	Women.	Men.		Women.
I																		
NEW HAMPSHIRE.																		
250	Dartmouth College.....	663																
251	St. Anselm's College.....	27				36						459	294		7	0		0
NEW JERSEY.																		
252	St. Peter's College.....	18									18	18						
253	St. Benedict's College.....	40																
254	Rutgers College.....	61	14	57		43	29	19			37	35	12	0				159
255	Princeton University.....	760	329			143	5				628	462						
256	Seton Hall College.....	70									70	70						
NEW MEXICO.																		
257	University of New Mexico.....	5	2								3			4	6	5	7	
NEW YORK.																		
258	Alfred University.....	16	54	85	0	0	0	0	0	0	25	21	0	0	0	0	0	0
259	St. Bonaventure's College.....	98									98	38						
260	St. Stephen's College.....	48									43	47						40
261	Adelphi College.....	7	187	3							40	13	0	27				
262	Polytechnic Institute of Brooklyn.....	3			10	18	32	22	1									
263	St. Francis College*.....	41									41	41				51	0	144
264	St. John's College.....	38									48	48				42	0	80
265	Canisius College.....	34									34	34						
266	St. Lawrence University.....	32	96								64	32	2	6				
267	Hamilton College.....	160	25								25	160	30	0				
268	Hobart College.....	35	65								48	35						
269	Colgate University.....	92	53	28	0	0	0	0	0	0	36	63	12	0	0	0	0	0
270	Cornell University.....	α 881			92	792	214		50		505	256						712
271	College of St. Francis Xavier.....	126									126	126						126
272	College of the City of New York.....	470	386	0	0	0	0	0			470	265	710	0	0	0	0	0
273	Columbia University.....	492			109	92	115	141	73		231	83						

274	Manhattan College.....	56	0	0	0	0	0	0	0	25	0	88	0
275	New York University.....	105	26	0	0	0	0	0	0	118	171	89	0
276	St. John's College.....	40	13	0	0	0	0	0	0	86	0	46	316
277	Niagara University.....	85	0	0	0	0	0	0	0	86	0	75	80
278	University of Rochester.....	115	19	0	0	0	0	0	0	175	2	0	0
279	Union College.....	48	43	0	0	0	0	0	0	105	18	0	0
280	Syracuse University.....	263	77	0	0	0	0	0	0	46	0	0	0
				17	25	60				355	51	87	
NORTH CAROLINA.													
281	St. Mary's College.....	72	7							57	36	48	0
282	University of North Carolina.....	102	203				15			36	87	0	36
283	Biddle University.....	87	9							109	70	0	0
284	Davidson College.....	104	16							115	35	0	0
285	Trinity College.....	α 200											
286	Elon College.....	286											
287	Gulford College.....	30	50							50	20	20	9
288	Lenoir College.....	64								50	19	14	0
289	North Carolina College*.....	18	12							28	20	11	10
290	Catawba College.....	30	25							75	50	15	0
291	Shaw University.....	19								19	10	19	0
292	Livingstone College.....	36								36	36	36	97
293	Wake Forest College.....	260								165	75	17	0
294	Weaverville College*.....	15	40							50	20	0	
NORTH DAKOTA.													
295	Fargo College.....	10	9	18						14	6	25	118
296	University of North Dakota.....	100		14	2					126	8	30	9
297	Red River Valley University.....	3	3	1						3			
OHIO.													
298	Buchtel College.....	17	51								0	1	
299	Mt. Union College.....	40	30							60	45	28	55
300	Ohio University.....	25	78	50	0	89	0	0	0	120	25	14	62
301	Baldwin University.....	26								3	11		32
302	German Wallace College.....	α 81											
303	Cedarville College.....	23	6										
304	St. Xavier College.....	84								84	84	75	0
305	University of Cincinnati.....	591				50	50			93	46	100	
306	St. Ignatius College.....	36								36	36		
307	Western Reserve University.....	126	302							428	126		
308	Capital University.....	43											
309	Ohio State University.....	70	297	39	49	71	63	20	35	114	75	15	400
310	Defiance College*.....	3	1							4	3	19	26
311	Ohio Wesleyan University.....	213	372							585	213	0	15
312	Findlay College.....	17	11	0						29	22	7	37
313	Kenyon College.....	58	36	8						58	58	18	200
314	Denison University.....	56	170							72	56	0	0

^b Includes students in electrical engineering.

^a Includes all undergraduates in liberal courses.

* Statistics for 1900-1901.

TABLE 31.—Statistics of universities and colleges for men and for both sexes—Continued.

Name.	Number of students in undergraduate courses.										Undergraduate students studying—		Number of students in pedagogy.		Number of students in business course.		Number of students in military drill.	
	Classical course.	Other general culture courses.	General sciences.	Agriculture.	Mechanical engineering.	Civil engineering.	Electrical engineering.	Chemical engineering.	Mining engineering.	Architecture.	Sanitary engineering.	Latin.	Greek.	Men.	Women.	Men.		Women.
OHIO—continued.																		
315 Hiram College.....	α 159										110	73	20	18	32	16		
316 Lima College.....	7	9	6												7	11	84	
317 Marietta College.....	40	52									30	23			3	1		
318 Franklin College*.....	21	51									76	38			12	9		
319 Muskingum College.....	47	52									174	79	2	10	0	0	0	
320 Oberlin College.....	α 491										47	19						
321 Miami University.....	47	22									5	5						
322 Richmond College*.....	5	14									14	2						
323 Rio Grande College.....	11	28									20	15	9	4	56	42		
324 Seio College.....	10	28									101	39	3	6	13	41		
325 Wittenberg College.....	167										78	43	34	27	31	20		
326 Heidelberg University.....	39	62									24	16	28	51	29	12	138	
327 Otterbein University.....	43	35																
328 Wilberforce University.....	18	23																
329 Willmore College.....	22	39									24	16	8	10				
330 Wilmington College.....	76	146									192	76	8					
331 University of Wooster.....	10	19	3								29	10						
OKLAHOMA.																		
332 University of Oklahoma.....	72	0	0	0	0	4	0	0	0	0	12	6	0	0	24	8	0	
OREGON.																		
333 Albany College.....	11	16	0	0	0	0	0	0	0	0			3	12	45	23	0	
334 Dallas College.....	5	13									18	4	2	5	6	2		
335 University of Oregon.....	206										41	22	4	6				
336 Pacific University.....	12	12	24		10	20	10	10	15		25	12						
337 McMinnville College.....	α 61																	
338 Pacific College.....	18	57									75	18			15	5		
339 Philomath College.....	5	4									5	5	2	3	13	7		
340 Willamette University.....	10	4	33								34	12	4	40	5	0		

TABLE 31.—Statistics of universities and colleges for men and for both sexes—Continued.

Name.	Number of students in undergraduate courses.											Undergraduate students studying—		Number of students in pedagogy.		Number of students in business course.		Number of students in military drill.
	Classical course.	Other general culture courses.	General sciences.	Agriculture.	Mechanical engineering.	Civil engineering.	Electrical engineering.	Chemical engineering.	Mining engineering.	Architecture.	Sanitary engineering.	Latin.	Greek.	Men.	Women.	Men.	Women.	
SOUTH CAROLINA—continued.																		
383 Newberry College.....			39								105	42						
384 Claflin University.....											29	10	16	40				
385 Wofford College.....			115								142	60						
SOUTH DAKOTA.																		
386 Huron College.....		4									7	5	3	32	33	17		
387 Dakota University.....	α50													10	60	46	5	
388 Redfield College.....	α15													3	11	23	16	
389 University of South Dakota.....	38	58			15						38	20	8	4	25	10	105	
390 Yankton College.....	21	12	11															
TENNESSEE.																		
391 Grant University*.....	26										13	9						
392 King College*.....	40	8										30	12	0	18	0		
393 Southwestern Presbyterian University.....	87	3									51	22						
394 Greeneville and Tusculum College*.....	18	12										30	13					
395 American University of Hartman.....	10	22	10								28	10			21	3	66	
396 Hiwassee College.....	40	30									25	10	20	15				
397 Southwestern Baptist University*.....	α184										149	115			31	7		
398 Carson and Newman College*.....	α97														38	25		
399 Knoxville College.....	13		9								18	14	44	51				47
400 University of Tennessee.....	154			46	30		9	0	0	0	108	32	0	0	0	0	0	199
401 Cumberland University.....	5				3						41	36						
402 Washington College.....	12	23																
403 Reuel College.....	4																	
404 Maryville College.....	33	33	3								35	8						
405 Christian Brothers College*.....	60										30	14						
406 Milligan College.....	25	61									40	25	20	22	41	0		
407 Fisk University.....	79		5								74	69	0	17	15	0		
408 Roger Williams University.....	29	0	0	0	0	0	0	0	0	0	13	13	5	39	0	0	0	
409 University of Nashville*.....	α507										500	100	270	280				

TABLE 31.—Statistics of universities and colleges for men and for both sexes—Continued.

Name.	Number of students in undergraduate courses.												Undergraduate students studying—		Number of students in pedagogy.		Number of students in business course.		Number of students in military drill.
	Classical course.	Other general culture courses.	General science courses.	Agriculture.	Mechanical engineering.	Civil engineering.	Electrical engineering.	Chemical engineering.	Mining engineering.	Architecture.	Sanitary engineering.	Latin.	Greek.	Men.	Women.	Men.	Women.		
WASHINGTON.																			
445	Yashon College.....	16	53									38	8			24	6	104	
446	University of Washington.....	285						51				112	69			0	0	120	
447	Gonzaga College.....	121			10	13	22					8	5			77	0	120	
448	Puget Sound University*.....	10	5									23	8						
449	Willow College.....	9	14																
450	St. James College.....	30																	
451	Whitman College.....	20	11	26								40	18	2	6				
WEST VIRGINIA.																			
452	Morris Harvey College.....	5	7									30	5			17	7		
453	Bethany College.....	78									44	24	21	14	10	8	1		
454	West Virginia University.....	181			37	679					16	15	17	17	10	19	12	144	
WISCONSIN.																			
455	Lawrence University.....	27	118	47							163	32	14	14	13	40	52		
456	Beloit College.....	60	90	68	0	0	0	0	0	0	70	40	6	6	12	0	0	0	
457	Mission House.....	32	0	0	0	0	0	0	0	0	32	32	125	110	79	0	0	0	
458	University of Wisconsin.....	220	568	156	448	e 297	116				364	126	110	79				671	
459	Milton College.....	11	14	9							32	10							
460	Concordia College.....	106									106	106							
461	Marquette College.....	59	20	29							59	59				30	0	0	
462	Ripon College.....	20	20								34	17	1	1	3				
463	Northwestern University*.....	42									42	42				17	6	78	
WYOMING.																			
464	University of Wyoming.....	2	12	6	1	11	0	0	23	0	0	10	6	1	31	23	11	75	

* Statistics of 1900-1901.
 a Includes all undergraduates in liberal courses.
 b Includes all engineering students.
 c Includes 15 in general engineering and 218 freshmen engineers.

TABLE 32.—Statistics of universities and colleges

Name.	Expenses in college department.		Annual living expenses.		Number of fellowships.	Number of scholarships.	Library.		
	Tuition fee.	Other fees.	Lowest.	Moderate.			Volumes.	Pamphlets.	Value.
1	2	3	4	5	6	7	8	9	10
ALABAMA.									
1 Howard College*.....	\$60	\$15	\$100	\$100	.....	7	6,000	7,000	\$10,000
2 Southern University.....	50	9	90	113	.....	7	7,500	.....	6,000
3 Lafayette College.....	8	1	72	96	.....	.....	200	.....	75
4 St. Bernard College.....	.....	.....	a 180	.....	0	0	3,550	930	10,200
5 Spring Hill College.....	65	.....	.....	225	.....	.....	20,000	7,000	.....
6 University of Alabama.....	0	9-15	130	160	6	0	25,000	6,000	50,500
ARIZONA.									
7 University of Arizona.....	0	1-25	130	225	0	0	5,828	11,000	12,273
ARKANSAS.									
8 Arkadelphia Methodist College..	50	.....	90	120	0	13	1,000	100	500
9 Ouachita Baptist College.....	50	.....	80	120	.....	10	3,000	1,000	6,000
10 Arkansas College.....	50	5-8	.....	.....	0	6	3,950	1,500	4,000
11 Arkansas Cumberland College.....	36	3	140	150	.....	.....	4,000	.....	2,000
12 Hendrix College.....	60	4	85	120	.....	15	7,575	7,000	8,500
13 University of Arkansas.....	(b)	5	81	112	0	.....	8,621	7,428	11,500
14 Philander Smith College.....	12	.....	40	64	.....	.....	1,600	200	900
CALIFORNIA.									
15 University of California.....	.....	.....	.....	225	9	68	95,000	60,000	200,000
16 Pomona College.....	60	3	130	250	.....	.....	6,000	.....	6,600
17 Occidental College.....	60	.....	150	200	.....	2	2,500	500	3,000
18 St. Vincent's College*.....	50	.....	200	.....	.....	.....	3,000	500	3,000
19 University of Southern California.	62	10-30	160	200	.....	.....	4,800	.....	5,800
20 California College.....	70	.....	220	220	.....	3	2,900	400	2,500
21 Throop Polytechnic Institute.....	75	3-15	140	220	0	12	2,000	1,400	2,250
22 St. Ignatius College.....	80	.....	.....	.....	.....	3	28,250	8,311	72,000
23 University of the Pacific.....	20	.....	198	.....	.....	.....	7,500	.....	.....
24 Santa Clara College.....	.....	.....	a 350	350	0	0	19,000	650	15,000
25 Pacific Methodist College*.....	60	15	125	160	.....	.....	2,000	250	2,600
26 Leland Stanford Junior University.	(c)	1-25	225	300	0	0	63,000	20,000	.....
COLORADO.									
27 University of Colorado.....	0	10	100	225	0	0	25,000	2,000	30,000
28 Colorado College.....	35	8	145	220	0	80	30,000	30,000	27,463
29 College of the Sacred Heart.....	30	10	150	200	.....	8	7,000	.....	3,000
30 University of Denver.....	30	3	115	200	0	40	11,000	.....	25,000
CONNECTICUT.									
31 Trinity College.....	100	30	250	350	1	60	45,130	28,185	45,000
32 Wesleyan University.....	75	27	105	150	.....	3	61,000	.....	55,000
33 Yale University.....	155	.....	350	550	.....	a 116	350,000	100,000	.....
DELAWARE.									
34 State College for Colored Students.	(e)	0	64	.....	.....	.....	400	300	400
35 Delaware College.....	(f)	11-40	160	200	0	.....	12,000	9,000	26,000
DISTRICT OF COLUMBIA.									
36 Catholic University of America..	75	.....	250	350	2	22	34,544	1,450	.....
37 Columbian University.....	100	10	160	250	0	.....	12,000	3,000	15,000
38 Gallaudet College.....	.....	.....	.....	.....	5	53	4,510	.....	10,000
39 Georgetown University.....	100	10	.....	312	.....	20	85,000	15,000	80,000
40 Gonzaga College.....	40	.....	.....	.....	.....	3	10,000	.....	.....
41 Howard University.....	.....	2	100	125	.....	15	27,503	14,861	50,000
42 St. John's College.....	100	20	.....	.....	0	0	4,000	.....	.....

* Statistics of 1900-1901.
 a Including tuition.

b Free to residents; \$30 to nonresidents.
 c Free to residents; \$20 to nonresidents.

UNIVERSITIES, COLLEGES, AND TECHNOLOGICAL SCHOOLS. 1461

for men and for both sexes—Continued.

Value of scientific apparatus, machinery, and furniture.	Value of grounds and buildings.	Productive funds.	Income.						Benefactions.	
			Tuition and other fees.	From productive funds.	State or municipal appropriations.	From United States Government.	From other sources.	Total.		
11	12	13	14	15	16	17	18	19	20	
\$6,000	\$75,000	-----	\$10,400	0	0	0	\$6,000	\$16,400	-----	1
5,000	115,000	\$50,000	4,000	\$2,500	0	0	3,350	9,850	-----	2
25	10,000	-----	2,600	0	\$600	0	0	3,200	-----	3
15,100	88,000	-----	11,000	0	0	0	0	11,000	\$15,000	4
40,000	500,000	-----	4,200	24,000	10,000	0	10,000	48,200	-----	5
50,000	200,000	300,000	4,200	24,000	10,000	0	10,000	48,200	-----	6
32,877	123,434	0	1,491	0	20,877	\$40,000	2,460	64,828	0	7
3,000	50,000	0	-----	-----	-----	-----	-----	-----	30,000	8
15,000	100,000	-----	25,000	0	0	0	0	25,000	10,000	9
1,500	35,000	10,000	-----	-----	-----	-----	-----	-----	4,500	10
1,000	40,000	15,000	1,000	700	0	0	6,500	8,200	-----	11
3,000	65,000	40,000	4,000	1,200	0	0	1,500	6,700	12,000	12
50,000	246,000	130,000	3,300	10,400	53,600	33,182	2,575	103,057	0	13
1,200	40,000	-----	2,611	0	0	0	2,525	5,136	200	14
190,000	1,900,000	3,147,547	32,549	158,187	346,754	40,000	31,617	609,107	50,000	15
20,000	82,500	117,000	11,000	7,750	0	0	1,500	20,250	13,500	16
400	22,000	4,000	3,000	150	0	0	0	3,150	5,000	17
800	65,000	-----	-----	-----	-----	-----	-----	-----	-----	18
-----	93,000	-----	29,300	0	0	0	3,000	32,300	134,000	19
4,000	40,000	37,000	2,400	2,100	0	0	0	4,500	8,000	20
20,200	118,180	33,000	25,500	2,799	0	0	2,701	51,000	23,026	21
117,200	800,000	-----	5,772	0	0	0	0	5,772	-----	22
4,000	234,417	-----	17,000	0	0	0	0	17,000	-----	23
75,000	14,500	0	-----	-----	-----	-----	-----	-----	-----	24
500	30,000	7,000	1,426	304	0	0	680	2,410	-----	25
-----	-----	20,000,000	-----	-----	-----	-----	-----	-----	-----	26
41,797	232,300	-----	10,000	0	80,000	0	0	90,000	-----	27
20,000	470,000	374,444	17,000	27,600	0	0	0	44,600	42,217	28
2,500	200,000	-----	18,000	0	0	0	0	18,000	1,500	29
5,000	500,000	200,000	49,252	10,794	0	0	37,292	97,338	-----	30
15,000	1,200,000	750,000	16,500	36,000	0	0	0	52,500	6,327	31
87,500	531,700	1,443,754	20,755	61,561	0	0	25,283	107,599	95,000	32
-----	-----	-----	475,116	261,024	-----	-----	40,621	776,761	595,028	33
1,800	24,000	-----	0	0	3,000	5,000	2,228	10,228	-----	34
30,000	125,000	83,000	60	4,980	12,500	35,000	5,929	58,469	-----	35
108,525	757,607	891,349	1,253	49,103	0	0	16,161	66,517	55,737	36
20,000	1,000,000	250,000	98,734	16,916	0	0	13,316	128,966	1,300	37
1,000	700,000	0	5,888	0	0	72,000	41	77,929	-----	38
25,000	1,400,000	50,000	76,795	2,134	0	0	12,770	91,699	-----	39
500	100,000	-----	-----	-----	-----	-----	-----	-----	-----	40
100,000	700,000	180,000	0	7,500	0	35,100	6,500	49,100	-----	41
5,000	150,000	-----	12,000	0	0	0	0	12,000	-----	42

^dIncluding fellowships.

^eFree to residents; \$22 to nonresidents.

^fFree to residents; \$60 to nonresidents.

TABLE 32.—Statistics of universities and colleges

	Name.	Expenses in college department.		Annual living expenses.		Number of fellowships.	Number of scholarships.	Library.		
		Tuition fee.	Other fees.	Lowest.	Moderate.			Vol-umes.	Pam-phlets.	Value.
	1	2	3	4	5	6	7	8	9	10
FLORIDA.										
43	John B. Stetson University.....	\$66	.....	.....	\$222	.....	3	12,000	.....	\$82,000
44	Florida State Agricultural College	(a)	\$6-18	\$100	130	.....	3	4,000	.....	8,000
45	St. Leo Military College.....	50	.....	100	150	.....	.....	3,000	2,000	1,500
46	Florida State College.....	0	10	100	120	0	0	1,250	600	1,000
47	Rollins College.....	52	5	140	.....	.....	.....	4,000	500	*4,000
GEORGIA.										
48	University of Georgia.....	(b)	15	90	130	1	0	30,000	.....	35,000
49	Atlanta Baptist College.....	12	0	80	80	.....	0	2,500	500	2,000
50	Atlanta University.....	16	0	80	80	.....	0	11,500	700	11,000
51	Morris Brown College*.....	9	.....	58	.....	.....	.....	1,500	300	1,000
52	Bowdon College.....	31	.....	72	90	.....	.....	500	500	200
53	North Georgia Agricultural Col- lege.....	0	10	75	125	0	0	4,250	3,000	5,000
54	Mercer University.....	50	5	65	90	.....	20	15,000	1,000	10,000
55	Emory College.....	60	7	100	130	0	0	21,436	6,911	15,000
56	Clark University.....	.....	12	80	.....	.....	.....	1,000	200	1,000
57	Nannie Lou Warthen Institute.....	20	1	72	81	0	1	35	25	40
58	Young Harris College.....	10	.....	75	100	.....	.....	900	300	1,200
IDAHO.										
59	University of Idaho.....	(c)	.....	150	300	0	0	4,500	2,100	7,000
ILLINOIS.										
60	Hedding College.....	40	6	60	150	.....	15	2,000	.....	2,000
61	Illinois Wesleyan University.....	40	10	150	200	0	10	10,000	3,000	.....
62	St. Viator's College.....	.....	25	d 200	.....	.....	.....	9,000	.....	*10,000
63	Blackburn University.....	35	2	131	175	.....	5	4,000	500	4,000
64	Carthage College.....	30	3	125	150	.....	.....	5,000	2,000	5,000
65	St. Ignatius College.....	40	0	.....	.....	.....	3	25,000	6,000	31,000
66	St. Stanislaus College.....	30	.....	140	140	.....	.....	1,000	.....	800
67	University of Chicago.....	120	.....	.....	.....	f 200	200	300,000	.....	314,950
68	Austin College.....	40	5	100	120	.....	.....	4,000	.....	3,000
69	Evangelical Proseminary.....	.....	.....	d 150	.....	0	0	1,837	115	2,000
70	Eureka College*.....	39	3	120	160	.....	.....	6,500	2,000	7,500
71	Northwestern University.....	70	.....	150	250	6	93	68,325	35,000	103,000
72	Ewing College.....	30	6	78	85	.....	.....	5,000	2,000	8,000
73	Northern Illinois College*.....	40	.....	100	125	.....	.....	575	200	650
74	Knox College.....	50	.....	.....	.....	.....	3	10,000	.....	5,000
75	Lombard College.....	35	15	150	200	.....	16	7,000	1,000	5,000
76	Greenville College.....	48	6	100	125	.....	13	5,000	1,000	5,000
77	Illinois College.....	50	.....	120	130	.....	14	14,000	.....	.....
78	Lake Forest University.....	40	12	175	200	0	35	16,000	2,000	20,000
79	McKendree College.....	36	.....	150	200	.....	.....	9,000	.....	25,000
80	Lincoln College.....	10	15	95	114	.....	2	3,000	1,000	2,000
81	Monmouth College.....	30	17	150	200	.....	6	3,000	1,000	3,000
82	Northwestern College.....	24	15	100	150	.....	.....	6,000	300	10,500
83	St. Bede College.....	30	.....	180	200	.....	.....	8,000	.....	6,000
84	St. Francis Solanus College.....	30	.....	140	160	.....	4	5,450	350	7,000
85	Augustana College.....	36	6	135	175	.....	.....	15,000	3,000	.....
86	St. Joseph's College.....	.....	.....	.....	.....	.....	.....	5,000	.....	5,000
87	Shurtleff College.....	36	10	120	130	.....	25	8,000	1,000	8,000
88	University of Illinois.....	0	24	165	250	4	316	60,000	19,000	80,000
89	Westfield College.....	30	1	100	120	0	0	3,000	.....	1,500
90	Wheaton College.....	20	12	100	200	.....	.....	3,000	.....	3,000
INDIANA.										
91	Indiana University.....	3	1	100	120	.....	.....	25,000	16,000	123,000
92	Wabash College*.....	24	15	200	225	1	10	37,000	3,000	50,000
93	Concordia College.....	40	0	.....	72	0	0	4,700	.....	5,000

* Statistics of 1900-1901.

a Free to residents; \$20 to nonresidents.

b Free to residents; \$50 to nonresidents.

UNIVERSITIES, COLLEGES, AND TECHNOLOGICAL SCHOOLS. 1463

for men and for both sexes—Continued.

Value of scientific apparatus, machinery, and furniture.	Value of grounds and buildings.	Productive funds.	Income.						Benefactions.	
			Tuition and other fees.	From productive funds.	State or municipal appropriations.	From United States Government.	From other sources.	Total.		
11	12	13	14	15	16	17	18	19	20	
\$45,000	\$800,000	\$208,000	\$12,978	\$16,676	0	— 0	\$5,275	\$34,929	\$70,778	43
22,000	112,069	154,300	2,336	8,956	\$61,250	\$12,500	0	85,042	.....	44
563	25,000	.....	5,000	0	0	0	2,000	7,000	100	45
3,000	50,000	65,000	1,200	4,500	5,000	0	0	10,700	.....	46
*16,486	*89,849	.....	*3,000	0	0	0	*200	*3,200	.....	47
25,000	450,000	380,000	6,447	28,664	0	16,667	1,078	52,856	43,833	48
4,000	73,000	21,000	888	1,000	0	0	0	1,838	6,319	49
1,000	250,000	45,000	2,300	1,650	0	0	100	4,050	35,000	50
500	100,000	0	4,500	0	0	0	5,500	10,000	.....	51
.....	18,000	.....	.....	.....	.....	.....	.....	.....	.....	52
3,000	35,000	9,000	1,500	1,000	12,000	0	0	14,500	150	53
3,000	200,000	268,000	10,490	7,038	0	0	0	17,528	70,000	54
4,000	125,000	157,587	8,935	9,885	0	0	4,789	23,609	6,000	55
2,000	250,000	.....	3,250	0	0	0	7,000	10,250	300	56
350	10,000	.....	2,100	0	700	0	0	2,800	.....	57
500	40,000	19,000	1,200	900	300	0	465	2,865	.....	58
50,000	200,000	.....	300	0	11,000	40,000	966	52,266	150	59
2,000	60,000	60,000	3,000	3,000	0	0	0	6,000	5,000	60
10,000	120,000	100,000	10,000	5,000	0	0	0	15,000	10,000	61
*1,000	*200,000	.....	*30,000	0	0	0	0	*30,000	.....	62
3,000	52,000	22,000	1,900	2,500	0	0	2,600	7,000	3,523	63
5,000	40,000	50,000	2,279	2,884	0	0	3,641	8,804	9,500	64
50,000	200,000	2,000	13,060	100	0	0	0	13,160	.....	65
500	100,000	.....	4,800	0	0	0	0	4,800	.....	66
518,320	4,109,036	8,206,672	371,536	258,187	0	0	37,461	667,184	2,983,355	67
3,000	80,000	.....	6,000	0	0	0	1,200	7,200	.....	68
3,000	50,000	3,500	4,388	152	0	0	12,391	16,926	3,050	69
3,000	120,000	40,000	6,700	1,300	0	0	2,000	10,000	.....	70
140,000	2,950,000	2,974,668	227,357	121,205	0	0	36,235	354,797	33,472	71
1,000	56,000	10,000	.....	.....	.....	.....	.....	.....	.....	72
600	100,000	.....	6,500	0	0	0	500	7,000	.....	73
10,000	207,890	256,926	15,716	13,421	0	0	1,034	30,171	.....	74
10,000	125,000	185,000	6,500	9,000	0	0	0	15,500	6,000	75
1,000	40,000	.....	5,000	0	0	0	2,000	7,000	2,000	76
.....	150,000	155,000	.....	.....	.....	.....	.....	.....	.....	77
.....	750,000	650,000	33,500	25,800	0	0	8,000	127,300	60,000	78
1,800	65,000	36,976	3,759	2,225	0	0	396	6,380	500	79
5,000	75,000	115,000	1,745	5,005	0	0	0	6,750	75,000	80
4,000	83,000	130,000	10,594	12,077	0	0	2,602	25,273	20,000	81
10,000	100,000	105,000	6,745	4,450	0	0	9,725	20,920	8,000	82
12,000	125,000	.....	.....	.....	.....	.....	.....	.....	.....	83
10,500	150,000	.....	30,000	0	0	0	0	30,000	0	84
*9,140	*166,000	*60,000	*15,415	*2,000	.....	.....	*14,704	*32,119	.....	85
.....	100,000	.....	.....	.....	.....	.....	.....	.....	.....	86
5,000	100,000	143,436	7,824	6,040	0	0	0	13,864	7,028	87
325,000	1,175,000	597,221	156,892	32,177	524,561	40,000	25,160	778,799	.....	88
2,500	40,000	750	2,050	100	0	0	1,000	3,150	2,500	89
6,500	145,000	65,000	8,800	3,048	0	0	10,400	22,248	9,170	90
25,000	300,550	600,000	15,972	115,095	100,000	0	0	231,067	60,000	91
50,000	250,000	468,000	5,000	50,000	0	0	0	35,000	.....	92
500	75,000	.....	.....	.....	.....	.....	.....	.....	.....	93

^c Free to residents; \$15 to nonresidents.

^d Including tuition.

TABLE 32.—Statistics of universities and colleges

Name.	Expenses in college department.		Annual living expenses.		Number of fellowships.	Number of scholarships.	Library.		
	Tuition fee.	Other fees.	Low est.	Moderate.			Volumes.	Pamphlets.	Value.
1	2	3	4	5	6	7	8	9	10
INDIANA—continued.									
94 Franklin College.....	\$42		\$85	\$150			13,500	1,000	\$14,000
95 De Pauw University.....		\$45	175	200			25,290	3,600	35,750
96 Hanover College.....	0	21	125	175			15,000		
97 Butler College*.....	45		117	150			7,500		
98 Union Christian College.....	18	15	54	72			3,800	400	10,000
99 Moores Hill College.....	30	7	76	100			5,000	1,500	*10,000
100 University of Notre Dame.....	100	10		200		3	60,000		75,000
101 Earlham College.....	77	0		138	0	35	6,000		10,000
102 St. Meinrad College.....	30		125		0	0	16,000		
103 Taylor University.....	36		72	108			4,000	2,500	2,000
INDIAN TERRITORY.									
104 Indian University.....	18	2	120	140			1,200		1,000
105 Henry Kendall College.....	23	3	195	150	0	0	2,600	1,500	500
IOWA.									
106 Coe College.....	40	0	180	225	0	0	3,500	500	3,800
107 Charles City College.....	38		100	120		5	1,500	1,000	2,600
108 Wartburg College.....	40	5	130	150			2,940		3,500
109 Amity College.....	24	2	65	123			2,000	200	3,000
110 Luther College.....	0	20	88		0	0	10,890		13,000
111 Des Moines College.....	42	8	90	136			3,700	1,000	8,000
112 Drake University.....	46		114	133	0	0	7,000	1,000	8,000
113 St. Joseph's College.....			a 195				2,000	500	3,800
114 Parsons College.....	41	3	175	225		20	5,000	3,000	5,000
115 Upper Iowa University.....	38	1	77	168	0	5	5,000	1,500	10,000
116 Iowa College.....	55		120	180			28,160		10,000
117 Lenox College.....	30	9	100	150	0	0	3,000	2,000	4,500
118 Simpson College.....	32	8	104	124			3,100		1,300
119 State University of Iowa.....	25		150	250	12	10	68,000	7,000	100,000
120 Graceland College*.....	32	2	200	225		12	925	200	1,600
121 Palmer College.....	30		72	100			1,200		
122 German College.....	40		150				1,200		650
123 Iowa Wesleyan University.....	31	2	100	125	0	0	8,000	1,500	15,000
124 Cornell College.....	44		111	213	0	75	22,090	5,000	26,512
125 Penn College.....	40		100	175	0	21	5,800	1,500	3,000
126 Central University of Iowa.....	24	19	135	175	0	9	4,000		5,000
127 Morningside College.....	39		100	160	0	0	3,855	600	
128 Buena Vista College.....	37	16	90	108			3,000	500	3,000
129 Tabor College.....	39	1	108	144		12	12,000		
130 Western College.....	36		100	120			3,000	500	4,000
KANSAS.									
131 Midland College.....	40		100	175			6,000	2,000	5,000
132 St. Benedict's College.....	60		140			1	15,000	3,000	
133 Baker University.....	30	0	100	175			7,950	1,000	20,000
134 College of Emporia.....	30	0	150	200	0	3	6,000	5,000	5,000
135 Highland University.....	25	3	115	150		6	1,500		
136 Campbell University.....	36	5	118	130			2,900	1,500	1,500
137 Kansas City University.....	36		125	150			1,000	500	
138 University of Kansas.....	0	0	120	225	6	0	37,764	554	65,000
139 Lane University.....	30	3	75	100			500	200	50
140 Kansas Christian College.....	30	1	70	85	0	0	3,000	500	3,000
141 Bethany College.....	50	5	99	130			7,000	2,000	10,000
142 Ottawa University.....	30	4	100	175	0	47	3,500	1,000	5,000
143 St. Mary's College.....	60		250	300			15,000	1,050	12,000
144 Kansas Wesleyan University.....	35		50	100	0	0	4,000	1,000	
145 Cooper College.....	30		150	200		1	1,500	500	2,000
146 Washburn College.....	40		160	200			10,000		8,000
147 Fairmount College.....	36	6	138	220	0	0	22,040	30,000	10,000
148 Friends University.....	40	1	100	150		1	2,500	1,600	2,500
149 St. John's Lutheran College.....	33	4	68	100	0		800	200	2,000
150 Southwest Kansas College.....	38	9	100	125		0	6,000	800	6,000

*Statistics of 1900-1901.

a Including tuition.

for men and for both sexes—Continued.

Value of scientific apparatus, machinery, and furniture.	Value of grounds and buildings.	Productive funds.	Income.						Benefactions.	
			Tuition and other fees.	From productive funds.	State or municipal appropriations.	From United States Government.	From other sources.	Total.		
11	12	13	14	15	16	17	18	19	20	
\$33,000	\$70,000	\$245,000	\$5,000	\$12,000	0	0	0	\$17,000	\$20,000	94
7,480	315,420	213,256	15,570	11,664	0	0	\$10,180	37,414	175,450	95
10,000	175,000	200,000								96
7,500	150,000	250,000	5,000	15,000	0	0	0	20,000		97
1,000	40,000	75,000	2,485	3,890	0	0	1,250	7,655	50,000	98
*2,000	*30,000	20,000	*3,000	*1,000	0	0	*1,500	*5,500		99
200,000	2,000,000									100
11,000	350,000	200,000	11,000	8,850	0	0	0	19,850	45,000	101
30,000	300,000									102
700	85,000	15,000	6,000	1,000	0	0	200	7,200	4,000	103
200	35,000	1,000	420	0	0	0	5,400	5,820	3,400	104
2,500	50,000		5,250	0	0	0	0	5,250	8,500	105
2,000	100,000	210,000	5,500	3,000	0	0	10,800	19,300	170,000	106
500	60,000	25,000	3,500	1,300	0	0	800	5,600	1,000	107
1,500	80,000	2,800	2,845	0	0	0	8,742	11,588	14,154	108
600	30,000	22,917	1,600	1,800	0	0	0	3,400		109
	80,000	10,645	1,983	470	0	0	0	2,463		110
2,500	85,000	60,000	3,000	3,000	0	0	5,000	11,000	125,000	111
25,000	118,888	226,865	45,000	10,000	0	0	1,500	56,500	49,000	112
10,000	300,000								75,000	113
10,000	100,000	170,000	4,500	8,000	0	0	0	12,500	24,000	114
2,000	150,000	76,000	12,500	6,000	0	0	0	18,500	53,000	115
5,000	300,000	360,000	20,275	22,821	0	0	5,887	48,981	1,800	116
1,500	40,000	5,000	3,189	350	0	0	0	4,137	100	117
4,500	116,500	69,323	14,201	2,617	0	0	2,819	19,637	18,546	118
207,750	673,000	235,120	58,773	12,620	\$188,775	0	22,110	282,278	5,099	119
1,500	30,000		3,100	0	0	0	0	3,160	18,000	120
	35,000		51,650	800	0	0	0	2,000	50,000	121
	20,000	28,800	1,728	2,283	0	0	0	2,961	3,000	122
20,000	150,000	67,000	14,000	2,450	0	0	4,500	20,950	1,250	123
65,348	210,850	329,918	23,214	13,222	0	0	0	42,436	18,155	124
4,000	51,000	75,000	10,010	3,020	0	0	400	13,430	17,000	125
6,000	25,000	40,000	2,500	2,000	0	0	0	4,500	80,000	126
6,000	175,000		11,814	0	0	0	14,973	26,787		127
3,000	35,000	50,000	3,700	100	0	0	0	3,800	6,000	128
22,219	86,250	90,000	3,317	4,900	0	0	300	8,517	4,500	129
6,400	67,500		9,000	0	0	0	2,000	11,000	36,000	130
3,000	50,000	26,136	4,325	1,272	0	0	9,154	14,751	721	131
35,000	125,000	10,000	16,000	1,000	0	0	10,000	27,000	10,000	132
1,000	120,000	0	2,523	0	0	0	6,477	9,000	0	133
	10,000	40,000						2,700	900	134
8,900	50,000		9,750	0	0	0	0	9,750	500	135
500	200,000	0								136
170,000	1,500,000	140,000	0	7,500	220,000	0	0	227,500	0	137
500	20,000		2,747	0	0	0	1,000	3,747		138
1,000	14,000	5,000	1,400	350	0	0	0	1,750	0	139
15,000	110,000		16,000	0	0	0	0	16,000		140
10,000	108,500	85,000	5,372	4,519	0	0	4,899	14,790	28,500	141
5,000	200,000	0	55,000	0	0	0	5,000	60,000	0	142
1,500	75,000	10,000	3,800	200	0	0	1,000	5,000	1,000	143
500	30,000	30,000	2,000	2,000	0	0	0	4,000	3,000	144
20,000	300,000	75,000	12,892	5,139	0	0	3,424	21,455	60,808	145
5,000	100,000	100,000								146
200,000										147
100	50,000		1,000	0	0	0	3,000	4,000		148
	60,000	5,000	6,200	0	0	0	3,000	9,200		149
										150

TABLE 32.—Statistics of universities and colleges

Name.	Expenses in college department.		Annual living expenses.		Number of fellowships.	Number of scholarships.	Library.		
	Tuition fee.	Other fees.	Lowest.	Moderate.			Volumes.	Pamphlets.	Value.
1	2	3	4	5	6	7	8	9	10
KENTUCKY.									
151 Union College.....	\$36	.....	\$76	\$110	0	1	1,000	250	\$800
152 Berea College.....	29	.....	75	100	.....	.....	29,000	.....	13,100
153 Ogden College.....	40	\$10	100	120	0	40	3,800	2,750	6,000
154 Central University of Kentucky.....	50	16	100	180	0	90	25,000	.....	.....
155 Georgetown College.....	45	10	85	125	0	11	12,000	1,500	10,000
156 Liberty College.....	40	.....	120	.....	0	0	.....	.....	.....
157 Agricultural and Mechanical College of Kentucky.....	15	10	175	225	7	.....	5,000	10,800	10,600
158 Kentucky University*.....	22	.....	130	175	.....	.....	18,000	3,000	15,000
159 Bethel College.....	55	.....	100	120	.....	20	6,000	1,500	10,000
160 St. Mary's College.....	30	.....	.....	135	.....	.....	4,000	1,000	3,000
161 Kentucky Wesleyan College.....	30	20	90	120	.....	150	4,000	1,000	4,500
LOUISIANA.									
162 Louisiana State University.....	0	0	126	140	0	37	23,000	.....	25,000
163 Jefferson College.....	.....	.....	180	220	.....	3	3,130	1,700	6,500
164 Centenary College of Louisiana.....	50	16	119	140	0	0	4,000	500	3,000
165 College of Immaculate Conception.....	60	.....	.....	.....	.....	.....	10,000	2,000	10,000
166 Leland University*.....	0	0	85	96	.....	.....	1,500	.....	1,000
167 New Orleans University.....	.....	.....	90	110	0	0	3,000	2,000	.....
168 Straight University.....	8	.....	96	.....	0	0	2,500	1,000	800
169 Tulane University.....	85	15	175	200	0	232	25,000	5,000	20,000
MAINE.									
170 Bowdoin College.....	75	0	200	350	0	82	73,195	.....	100,000
171 Bates College.....	50	17	100	150	.....	70	24,424	.....	30,000
172 University of Maine.....	30	30	133	152	5	.....	21,669	7,500	24,500
173 Colby College.....	60	.....	125	150	0	70	37,800	20,000	50,000
MARYLAND.									
174 St. John's College.....	75	30	160	180	.....	.....	6,500	.....	10,000
175 Johns Hopkins University.....	150	5	170	210	23	87	104,000	100,000	133,691
176 Loyola College.....	50	.....	18	.....	.....	18	40,000	5,000	90,000
177 Morgan College.....	13	6	65	75	.....	.....	2,400	1,000	4,000
178 Washington College.....	50	.....	140	150	0	46	2,500	.....	3,000
179 Maryland Agricultural College.....	24	3	150	.....	0	26	3,600	2,650	4,600
180 Rock Hill College.....	60	15	200	.....	0	0	8,000	4,000	15,000
181 St. Charles College.....	.....	0	180	.....	.....	.....	19,000	.....	.....
182 Mount St. Mary's College.....	24	.....	300	.....	0	0	26,000	1,000	70,000
183 New Windsor College.....	45	.....	155	155	0	0	2,000	500	1,500
184 Western Maryland College.....	45	.....	155	180	.....	.....	6,000	.....	.....
MASSACHUSETTS.									
185 Amherst College.....	110	.....	300	500	2	105	76,000	.....	.....
186 Boston College.....	62	.....	.....	.....	.....	15	45,000	.....	.....
187 Boston University.....	100	25	144	270	2	408	25,000	.....	.....
188 Harvard University.....	150	.....	200	300	29	313	576,900	330,000	.....
189 French-American College.....	40	.....	105	.....	.....	.....	2,500	1,000	2,500
190 Tufts College.....	100	15	250	380	2	100	42,864	30,530	12,000
191 Williams College.....	105	10	149	254	.....	100	47,313	17,020	100,000
192 Clark University.....	100	.....	200	.....	.....	.....	20,000	.....	.....
193 College of the Holy Cross.....	60	12	185	235	0	8	20,500	.....	20,000
MICHIGAN.									
194 Adrian College.....	45	0	100	126	.....	.....	6,500	.....	6,500
195 Albion College.....	24	.....	100	160	.....	9	14,398	5,000	20,000
196 Alma College.....	32	.....	105	130	0	70	17,853	15,000	16,957
197 University of Michigan.....	(b)	.....	250	400	11	.....	164,264	2,000	300,000
198 Detroit College.....	60	15	80	105	.....	13	8,000	2,000	20,000
199 Hillsdale College.....	2	25	100	175	.....	.....	10,816	4,433	17,201

*Statistics of 1900-1901.

a Including tuition.

for men and for both sexes—Continued.

Value of scientific apparatus, machinery, and furniture.	Value of grounds and buildings.	Productive funds.	Income.						Benefactions.	
			Tuition and other fees.	From productive funds.	State or municipal appropriations.	From United States Government.	From other sources.	Total.		
11	12	13	14	15	16	17	18	19	20	
	\$12,500	\$4,840	\$2,520	\$130	0	0	\$244	\$2,894	\$10,200	151
\$20,570	132,115	492,013	6,427	15,716	0	0	0	22,143	23,797	152
1,500	40,000	130,000	1,052	7,025	0	0	0	8,077		153
10,000	100,000	400,000						28,000	95,000	154
3,000	190,000	230,000	10,000	13,500	0	0	0	23,500	5,780	155
	25,000		5,000	0	0	0	0	5,000		156
77,690	578,000	165,000	3,588	8,645	\$55,078	\$36,375	32,566	136,252		157
5,000	300,000	300,000	9,283	17,011	0	0	0	26,294		158
6,000	70,000	100,000	2,700	6,000	0	0	0	8,700		159
	50,000		10,000	0	0	0	0	10,000		160
2,500	65,000	50,000	3,000	2,500	0	0	1,500	7,000	3,000	161
43,000	223,000	318,313	3,626	14,556	21,000	27,651	3,733	70,566	33,000	162
6,000	65,000		25,000	0	0	0	0	25,000	0	163
1,200	100,000	7,000	3,633	2,646	0	0	1,671	8,000	2,100	164
5,000	900,000	0	15,000	0	0	0	0	15,000		165
200	120,600	117,500	0	6,117	0	0	0	6,117		166
1,000	125,000		13,900	0	0	0	6,100	20,000	50	167
200	80,000	6,000	4,110	500	0	0	6,390	11,000	1,500	168
106,000	830,000	1,230,000	41,940	87,000	0	0	0	128,940		169
55,804	790,578	863,940	32,000	27,919	0	0	0	59,919	72,000	170
5,000	300,000	368,266	10,554	20,450	0	0	0	31,004	31,000	171
50,500	247,241	219,900	21,452	9,915	15,000	40,000	18,619	104,986	695	172
25,000	250,000	456,000	13,018	14,144	0	0	770	27,932	10,800	173
15,000	250,600	0	8,000	0	14,200	0	0	22,200	35,000	174
121,391	986,127	2,428,000	38,950	117,000	24,000	0	0	179,950		175
5,000	800,000	5,000	2,900	0	0	0	0	2,900	5,500	176
400	30,000	20,000	829	683	0	0	5,781	7,293		177
1,000	60,000	20,000	2,500	1,200	9,000	0	0	12,700		178
32,000	120,000	115,943	16,313	3,478	21,000	40,000	8,412	89,203		179
6,000	100,000		25,000	0	0	0	0	25,000		180
	150,000									181
10,000	175,000									182
	20,000	0	1,350	0	0	0	0	1,350		183
10,090	150,000									184
	1,000,000	1,700,000	43,000	65,000	0	0	2,500	110,500	95,000	185
	537,800	0	15,000	0	0	0	0	15,000	12,000	186
	840,000	1,037,665	79,363	73,600	0	0	0	152,963	40,346	187
1,500,000	5,300,000	14,114,541	687,758	625,549	0	0	122,986	1,436,233	1,095,737	188
2,500	95,000	21,000	3,400	1,000	0	0	0	4,400	25,600	189
50,000	1,000,000	1,250,000	100,000	35,000	0	0	0	135,000	40,000	190
103,000	472,325	1,168,709	48,144	61,443	0	0	0	109,587		191
										192
8,000	500,000	8,600	20,400	320	0	0	0	20,720		193
3,000	125,000		9,142	10,000	0	0	0	19,142		194
50,000	200,000	255,000	15,095	14,421	0	0	0	29,516	21,000	195
6,000	132,750	224,701	5,416	12,123	0	0	662	18,201	52,627	196
800,000	1,684,150	545,964	196,424	38,500	403,525	0	102,551	741,000		197
5,000	200,000									198
36,972	80,000	241,063	1,747	10,473	0	0	0	12,220	3,705	199

b Residents, \$30; nonresidents, \$40.

TABLE 32.—Statistics of universities and colleges

Name.	Expenses in college department.		Annual living expenses.		Number of fellowships.		Number of scholarships.		Library.		
	Tuition fee.	Other fees.	Lowest.	Moderate.	Number of fellowships.	Number of scholarships.	Volumes.	Pamphlets.	Value.		
1	2	3	4	5	6	7	8	9	10		
MICHIGAN—continued.											
200 Hope College.....	\$18		\$150	\$175			15,000				\$25,000
201 Kalamazoo College*.....	30	\$5	150	200			7,116				5,000
202 Olivet College.....	45		175	200			28,000				50,000
MINNESOTA.											
203 St. John's University.....	50	10		150	0	1	18,000	5,000			35,000
204 Augsburg Seminary.....	25	2	100	125			1,000				1,500
205 University of Minnesota.....	15		200	300	3		84,000	26,000			85,000
206 Carleton College.....	34	6	125	175			17,000				17,000
207 St. Olaf College.....	15	7	75				5,000				3,500
208 Hamline University.....	34	9	162	212			6,000	900			6,000
209 Macalester College*.....	32	10	150	250			7,500	200			3,000
210 Gustavus Adolphus College.....	30	3-5	110	140			9,000	2,000			18,000
211 Parker College.....	20	5	48	76			700				600
MISSISSIPPI.											
212 Mississippi College.....	35			100	125		5	3,000	500		4,000
213 Rust University.....	14			70				5,000	1,000		1,000
214 Millsaps College.....	30	5	60	120			4	3,000	2,500		5,000
215 University of Mississippi.....	0	10	90	140	1	6	19,238	3,500			50,000
MISSOURI.											
216 Central Christian College.....	40	5	110	160				300	200		300
217 Southwest Baptist College*.....	36		72	90				1,000	150		850
218 Pike College.....	40	3	120	135							
219 Missouri Wesleyan College.....	35		95	115				2,000			1,000
220 Christian University*.....	42			125				1,000	500		1,500
221 Clarksburg College.....	40		75	100				3,500	1,200		4,500
222 University of the State of Missouri.....	0	5	115	177	10	6	46,000	35,000			80,000
223 Central College.....	50	10	103	140				6,500			12,000
224 Westminster College.....	40	10	100	130		7	7,500				8,000
225 Pritchett College.....	46		125	175	0	13	1,000				1,000
226 La Grange College.....	40	5	75	100		1	7,000	1,000			1,500
227 William Jewell College.....	40	10	100	150		20	12,000	5,000			15,000
228 Missouri Valley College.....	38	9	90	144		45	9,100				23,000
229 Odessa College.....	40	0	140	175				400	150		350
230 Park College.....	30		60	100			15,000	3,000			12,200
231 Christian Brothers College.....	60	20	200	250			20,000				12,500
232 St. Louis University.....	60	10	120	180	0	3	41,500	10,600			200,000
233 Washington University.....	150	5	225	300	0	34	25,000				28,325
234 Drury College.....	50	8	90	150	0	20	25,800	20,000			12,500
235 Tarkio College.....	30	1	100	120			1,390	300			2,500
236 Ruskin College.....	40		75	85			1,000	500			1,000
237 Central Wesleyan College.....	36	4	100	150			6,700	500			5,000
MONTANA.											
238 University of Montana.....	0	0	175	200			6,150	6,000			6,000
NEBRASKA.											
239 Bellevue College.....	80	0	120	120	0	4	3,750	1,500			3,300
240 Cotner University.....	30		75	108	0		1,420	500			
241 Union College.....	36	6	30	45			3,000				3,000
242 Doane College.....	24	4	100	140		7	8,834	5,275			6,500
243 Grand Island College.....	30	12	124	160		2	3,624	2,342			5,000
244 Hastings College.....	20	7	81	97			3,500	1,000			3,500
245 University of Nebraska.....	(b)	6	200	250	12	6	53,080				106,160
246 Creighton University.....	0		150	175	0	0	7,400	1,100			4,200
247 Nebraska Wesleyan University.....	20	2	100	150			5,600	2,000			11,000
248 York College.....	27	0	72	90			1,000	300			2,000

* Statistics of 1900-1901.

α New site about \$1,500,000.

for men and for both sexes—Continued.

Value of scientific apparatus, machinery, and furniture.	Value of grounds and buildings.	Productive funds.	Income.						Benefactions.	
			Tuition and other fees.	From productive funds.	State or municipal appropriations.	From United States Government.	From other sources.	Total.		
11	12	13	14	15	16	17	18	19	20	
	\$100,000	\$250,000	\$1,962	\$14,460	0	0	\$2,578	\$19,000		200
\$1,000	60,000	208,802	5,267	12,968	0	0	1,914	20,149		201
46,259	158,757	125,000	14,666	7,672	0	0	20,000	41,738	\$13,000	202
50,000	300,000	0	19,800	0	0	0	200	20,000	500	203
	75,000	0								204
174,500	1,660,000	1,347,649	104,000	53,613	\$106,181	\$40,000	27,733	681,527	55,000	205
50,000	200,000	200,000	14,850	12,295	0	0	3,500	30,645	7,750	206
1,000	104,215	7,000	8,433	240	0	0	9,500	18,176		207
18,000	168,000	264,493	10,803	11,458	0	0	0	22,261		208
3,000	160,000	0	6,000	0	0	0	8,000	14,000		209
15,000	70,000		6,000	0	0	0	8,000	14,000	20,000	210
500	35,000	65,000	764	2,219	0	0	72	3,055	241	211
4,000	40,000	69,000	8,500	3,500	0	0	0	12,000	17,000	212
150	125,000		13,000	0	0	0	5,000	18,000	1,000	213
2,000	100,000	110,000	4,000	6,500	0	0	2,000	12,500	35,000	214
100,000	250,000	775,000	5,045	44,000	3,500	0	0	52,545	2,000	215
300	30,000	6,000	2,500	400	0	0	100	3,000	150	216
1,750	25,000									217
	18,000		4,500	0	0	0	0	4,500		218
1,000	33,000	26,000	4,500	719	0	0	1,124	6,343		219
300	60,000	20,000	5,000	1,000	0	0	0	6,000		220
300	15,000									221
150,000	1,136,000	1,235,849	12,270	63,012	180,221	23,438	38,028	316,969		222
5,000	200,000	100,000	5,100	3,500	0	0	0	8,600	75,000	223
6,500	70,000	216,300	3,074	6,827	0	0	0	9,901	15,897	224
18,000	45,000	78,000	1,675	5,500	0	0	0	7,175		225
1,000	35,000	14,000	3,500	500	0	0	1,200	5,200	1,500	226
10,000	125,000	295,000	7,000	12,600	0	0	0	19,000	75,000	227
5,000	107,000	130,000	10,929	7,090	0	0	0	18,019	12,000	228
175	8,000		1,800	0	0	0	0	1,800		229
9,800	500,000	210,000	1,052	10,000	0	0	0	11,052		230
6,000	600,000									231
21,000	900,000	0	12,000	0	0	0	0	12,000	2,500	232
152,699	500,000	4,767,000	146,773	102,918	0	0	0	249,691	157,098	233
10,000	200,000	250,000	8,000	14,000	0	0	0	22,000	54,000	234
1,000	85,000	101,290	7,698	3,878	0	0	0	11,576	6,032	235
2,500	35,000		5,000	0	0	0	5,000	10,000	5,000	236
1,000	100,000	75,000	5,000	5,000	0	0	0	10,000		237
50,000	125,000	500,000	0	15,000	35,765	0	0	50,765	250	238
9,000	72,100	39,050	16,500	1,120	0	0	0	17,620	24,000	239
3,915	137,000	5,000								240
20,000	200,000		22,219	0	0	0	3,066	25,285		241
14,500	114,000	156,984	5,228	10,138	0	0	1,026	16,392	19,318	242
5,000	60,000	62,000	4,924	3,216	0	0	800	8,940	22,842	243
2,500	60,000	8,500	1,500	350	0	0	2,000	3,850	3,500	244
248,376	794,000	367,369	32,217	55,000	119,750	40,000	0	246,967		245
28,000	300,000	240,000	200	11,000	0	0	5,000	16,200	12,974	246
10,000	140,000	10,000	14,000	1,700	0	0	0	15,700		247
5,000	40,000		3,952	0	0	0	0	3,952	5,735	248

^b Free to residents; \$20 to nonresidents.

TABLE 32.—Statistics of universities and colleges

	Name.	Expenses in college department.		Annual living expenses.		Number of fellowships.	Number of scholarships.	Library.		
		Tuition fee.	Other fees.	Lowest.	Moderate.			Volumes.	Pamphlets.	Value.
	1	2	3	4	5	6	7	8	9	10
NEVADA.										
249	Nevada State University	0	\$16	\$144	\$162	....	3	8,425	8,050	\$18,305
NEW HAMPSHIRE.										
250	Dartmouth College	\$110	.....	150	250	1	200	85,000	20,000	250,000
251	St. Anselm's College .....	.....	.....	a 200	.....	.....	.....	2,000	.....	.....
NEW JERSEY.										
252	St. Peter's College	40	11	150	294	....	7	5,000	1,000	.....
253	St. Benedict's College	60	.....	.....	.....	.....	.....	1,600	200	1,000
254	Rutgers College	75	24-54	171	228	0	440	44,520	5,000	.....
255	Princeton University	150	10	150	275	13	112	165,000	45,000	.....
256	Seton Hall College	60	10	310	.....	.....	3	40,000	.....	.....
NEW MEXICO.										
257	University of New Mexico	(b)	.....	144	180	0	3	6,000	3,000	7,000
NEW YORK.										
258	Alfred University	38	.....	100	200	0	.....	14,810	7,943	20,900
259	St. Bonaventure's College	60	30	150	200	0	4	8,907	590	30,000
260	St. Stephen's College	0	0	225	.....	.....	2	17,000	8,000	20,000
261	Adelphi College	180	0	300	380	.....	6	10,000	.....	7,345
262	Polytechnic Institute of Brooklyn	200	.....	.....	.....	.....	.....	10,500	0	.....
263	St. Francis College *	60	5	140	150	0	2	4,260	1,130	10,260
264	St. John's College	60	0	133	190	.....	15	5,000	1,500	3,000
265	Canisius College	40	.....	160	200	.....	77	24,242	450	24,280
266	St. Lawrence University	50	10	120	160	.....	33	15,500	6,000	15,000
267	Hamilton College	75	24	300	450	1	55	42,000	28,000	65,000
268	Hobart College	80	20	130	170	.....	65	40,000	10,000	48,000
269	Colgate University	60	8	126	144	0	235	35,959	68,000	75,000
270	Cornell University	100-125	.....	300	26	635	261,852	43,000	.....	528,384
271	College of St. Francis Xavier	60	2	.....	.....	0	32	100,000	.....	*52,802
272	College of the City of New York	0	0	.....	.....	0	0	34,911	2,000	75,000
273	Columbia University	150	12	230	400	35	167	327,622	50,000	625,000
274	Manhattan College	100	.....	300	350	0	20	10,720	3,182	18,313
275	New York University	100	23	336	392	4	19	*60,000	.....	99,838
276	St. John's College	60	2	350	.....	0	10	36,700	.....	80,000
277	Niagara University .....	.....	25	a 200	.....	0	5	10,000	1,900	30,000
278	University of Rochester	60	21	129	185	0	81	38,580	.....	64,092
279	Union College	75	24	275	325	0	0	34,907	.....	38,000
280	Syracuse University	75	33	200	300	.....	75	57,574	23,947	102,482
NORTH CAROLINA.										
281	St. Mary's College .....	.....	.....	a 200	.....	.....	2	12,000	3,000	.....
282	University of North Carolina	60	23	100	145	0	108	35,000	20,000	100,000
283	Biddle University .....	.....	.....	.....	64	.....	.....	12,500	.....	.....
284	Davidson College	60	40	50	100	0	20	15,000	.....	15,000
285	Trinity College	50	17	90	110	.....	40	16,400	10,000	30,000
286	Elon College	50	5	125	200	.....	.....	5,000	200	2,000
287	Guilford College	52	.....	50	90	.....	.....	2,500	.....	10,000
288	Lenoir College	38	1	45	72	.....	.....	1,000	500	1,500
289	North Carolina College *	40	9	60	75	.....	.....	4,000	1,000	2,500
290	Catawba College	40	3	100	125	.....	2	3,000	1,000	5,000
291	Shaw University	10	.....	40	60	0	141	1,500	.....	750
292	Livingstone College *	65	8	64	120	.....	.....	8,000	4,000	4,000
293	Wake Forest College	60	7-10	90	150	.....	22	15,803	4,000	25,000
294	Weaverville College *	36	2	75	125	.....	.....	300	.....	125
NORTH DAKOTA.										
295	Fargo College	30	2	125	170	.....	.....	*3,925	.....	*3,800
296	University of North Dakota	0	5	125	150	0	0	10,000	5,000	25,000
297	Red River Valley University	30	6	150	225	.....	.....	500	300	1,000

* Statistics of 1900-1901.

a Including tuition.

UNIVERSITIES, COLLEGES, AND TECHNOLOGICAL SCHOOLS. 1471

for men and for both sexes—Continued.

Value of scientific apparatus, machinery, and furniture.	Value of grounds and buildings.	Productive funds.	Income.						Benefactions.	
			Tuition and other fees.	From productive funds.	State or municipal appropriations.	From United States Government.	From other sources.	Total.		
11	12	13	14	15	16	17	18	19	20	
\$47,782	\$197,961	\$129,000	0	\$5,160	\$28,340	\$40,000	\$598	\$74,098	0	249
200,000 800	1,000,000 150,000	2,429,594	\$66,185	93,419	15,000	0	6,818	181,422	\$50,246	250 251
600 70,000	30,000 366,500	500,000 *2,500,000	6,507 106,000	24,869 118,800	0 0	40,000 0	423 0	71,799 224,800	37,200 42,247	252 253 254 255 256
10,000	500,000									
2,000	75,000		350	0	13,000	0	0	13,350	200	257
30,500	91,000	290,416	6,580	20,889	6,067	0	1,572	85,103	5,249	258
24,500	217,000		16,000	0	0	0	500	16,500	590	259
6,500	206,000	109,954	11,538	4,795	0	0	0	16,333	12,085	260
51,307	497,329	9,000	50,990	450	570	0	0	92,010	250,000	261
*58,261	*488,209	*58,000	*86,025	*2,610	*600	0	*4,256	*93,491		262
12,215	161,800	0	18,349	0	0	0	25,217	43,566		263
700	150,000	0	5,000	0	0	0	7,300	12,300	500	264
63,100	263,445	16,000	31,620	550	0	0	0	32,170		265
12,000	130,000	424,346	4,977	20,880	0	0	1,359	27,216	6,385	266
75,000	400,000	500,000	14,000	28,000	200	0	5,000	47,200	45,000	267
12,000	227,480	483,416	7,646	18,224	0	0	840	26,710	3,658	268
40,000	420,000	1,623,500	16,258	48,285	0	0	6,727	71,270	28,648	269
742,332	2,724,372	7,247,967	285,284	407,113	0	38,500	22,196	753,033	365,935	270
*18,766	*750,000	*20,000	*27,029	*800	0	0	*9,525	*37,354		271
63,000	1,465,000	43,800	0	1,740	259,681	0	0	261,421	0	272
765,000	8,390,000	13,636,510	479,217	524,730	0	0	161,266	1,165,213	501,131	273
42,052	699,556	0	43,700	0	0	0	78,055	128,755	0	274
73,907	2,254,597	1,080,180	152,995	50,438	0	0	0	203,433	174,345	275
24,000	1,395,200	21,000	82,116	890	0	0	141,500	224,506		276
25,000	300,000	0	46,800	0	0	0	10,000	56,800	3,000	277
73,499	426,149	764,813	13,649	36,908	0	0	627	51,184	2,700	278
30,500	500,000	540,028	9,000	20,000	0	0	0	29,000	56,398	279
152,454	1,169,500	1,651,468	88,425	32,267	0	0	90,626	211,818	567,993	280
1,200	250,000		16,000	0	0	0	0	16,000	2,000	281
	525,000	65,000	33,000	4,500	37,500	0	0	75,000		282
7,000	200,000	7,000	4,000	250	0	0	3,750	8,000		283
13,000	150,000	125,000	12,000	7,000	0	0	0	19,000	15,500	284
60,000	400,000	441,000	6,653	23,320	0	0	0	29,973	130,000	285
500	75,000	25,000	5,000	1,000	0	0	12,000	18,000	32,000	286
2,000	100,000	50,000	4,000	1,500	0	0	500	6,000	6,000	287
400	35,000		3,000	0	0	0	500	3,500		288
1,000	25,000	15,000	3,500	900	0	0	0	4,400		289
500	10,000	20,000	2,500	1,200	0	0	0	3,700		290
2,500	90,000	32,000	4,683	280	0	0	1,074	6,037	12,726	291
150	125,000	100,000	3,350	6,000	1,600	0	1,350	12,300		292
10,000	85,000	209,459	11,448	18,539	0	0	1,343	31,330		293
400	30,000									294
*925	*37,000	*65,000	*1,691	*2,000	0	0	*689	*4,380		295
25,000	250,000	(c)	4,000	5,000	50,000	0	5,500	64,500	0	296
	45,000		4,400	0	0	0	0	4,400	14,500	297

b Free to residents; \$45 to nonresidents.

c 126,080 acres of land.

TABLE 32.—Statistics of universities and colleges

	Name.	Expenses in college department.		Annual living expenses.		Number of fellowships.	Number of scholarships.	Library.		
		Tuition fee.	Other fees.	Lowest.	Moderate.			Volumes.	Pamphlets.	Value.
	1	2	3	4	5	6	7	8	9	10
OHIO.										
298	Buchtel College	\$40	\$7	\$142	\$160	.....	44	7,000	.....	\$6,000
299	Mount Union College	45	3	100	135	.....	.....	7,000	6,000	8,000
300	Ohio University	0	15	125	160	0	0	16,500	3,000	40,000
301	Baldwin University	36	.....	75	100	.....	.....	7,000	.....	7,000
302	German Wallace College	24	.....	120	150	.....	.....	2,100	.....	2,500
303	Cedarville College	22	10	125	135	.....	5	1,100	100	800
304	St. Xavier College	60	.....	.....	.....	.....	.....	26,000	5,600	.....
305	University of Cincinnati	(a)	.....	.....	.....	.....	18	82,347	66,116	175,000
306	St. Ignatius College	40	.....	.....	.....	.....	7	8,000	.....	18,000
307	Western Reserve University	85	.....	225	275	0	142	71,000	14,000	73,000
308	Capital University	40	.....	160	180	.....	25	6,000	.....	.....
309	Ohio State University	0	18	146	219	15	80	43,000	9,000	80,000
310	Defiance College*	32	5	60	80	0	25	600	400	300
311	Ohio Wesleyan University	15	31	110	225	0	35	41,870	.....	41,200
312	Findlay College	32	.....	100	150	0	0	1,000	200	3,000
313	Kenyon College	75	21	110	232	.....	.....	32,000	.....	.....
314	Denison University	39	9	115	150	.....	.....	25,000	5,600	25,500
315	Hiram College	48	3	125	160	0	9	7,000	.....	5,000
316	Lima College	40	.....	110	120	.....	.....	1,000	500	1,000
317	Marietta College	30	20	150	250	.....	.....	60,000	20,000	50,000
318	Franklin College*	40	5	100	.....	.....	.....	3,000	.....	3,000
319	Muskingum College	41	.....	112	140	.....	.....	3,650	375	3,000
320	Oberlin College	75	.....	150	225	0	58	69,000	55,000	80,000
321	Miami University .....	.....	15	200	250	.....	.....	18,000	5,000	25,000
322	Richmond College*	36	3	100	150	.....	.....	3,000	1,000	3,000
323	Rio Grande College	28	.....	100	100	.....	.....	3,200	500	3,000
324	Scio College	36	0	85	110	0	0	3,000	1,000	2,000
325	Wittenberg College	50	.....	94	104	.....	6	12,000	1,000	8,000
326	Heidelberg University	25	30	100	175	.....	.....	15,000	5,000	25,000
327	Otterbein University	42	.....	100	150	0	.....	10,000	3,000	10,000
328	Wilberforce University	40-45	.....	63	73	.....	8	5,000	3,000	5,000
329	Wilmington College	39	.....	80	120	0	1	3,100	500	2,500
330	University of Wooster	45	15	75	125	0	45	25,000	1,000	40,000
331	Antioch College	30	8	100	125	.....	.....	10,000	3,000	15,000
OKLAHOMA.										
332	University of Oklahoma	0	.....	150	200	0	0	7,000	.....	6,261
OREGON.										
333	Albany College	50	.....	116	200	0	0	2,000	500	1,200
334	Dallas College	22	.....	95	114	.....	.....	500	200	800
335	University of Oregon	0	13	125	200	0	0	15,500	.....	.....
336	Pacific University	48	9	130	175	1	3	11,800	500	13,000
337	McMinnville College	30	5	100	150	.....	23	3,000	2,000	4,000
338	Pacific College	35	5	95	115	.....	.....	1,000	.....	1,600
339	Philomath College	25	5	95	114	.....	.....	600	250	1,000
340	Willamette University	45	.....	90	120	.....	25	5,189	2,785	16,000
PENNSYLVANIA.										
341	Western University of Pennsylvania.	105	.....	200	240	.....	19	29,000	.....	20,000
342	Muhlenberg College	50	10	117	156	.....	25	11,000	4,500	11,000
343	Lebanon Valley College	40	5	.....	133	.....	.....	8,000	.....	.....
344	St. Vincent College	60	5	.....	140	.....	.....	40,000	.....	*40,000
345	Beaver College	45	6	107	152	.....	.....	2,000	500	4,000
346	Geneva College .....	.....	45	200	250	.....	.....	4,000	.....	4,000
347	Moravian College	50	.....	.....	200	0	.....	7,500	.....	7,500
348	Dickinson College	6	70	172	190	.....	.....	40,000	.....	25,000
349	Pennsylvania Military College .....	.....	.....	b 503	.....	.....	.....	1,600	.....	.....
350	Lafayette College	50	50	100	150	.....	15	9,816	1,000	7,500
351	Lafayette College	100	0	190	250	0	.....	21,500	3,000	23,000
352	Pennsylvania College	30	26	90	140	.....	50	24,000	.....	.....
353	Thiel College	50	10	200	250	.....	22	7,800	3,000	15,000
354	Grove City College	45	.....	210	260	.....	.....	4,500	1,000	12,000

* Statistics of 1900-1901.

a Free to residents of Cincinnati; \$75 to nonresidents.

for men and for both sexes—Continued.

Value of scientific apparatus, machinery, and furniture.	Value of grounds and buildings.	Productive funds.	Income.						Benefactions.	
			Tuition and other fees.	From productive funds.	State or municipal appropriations.	From United States Government.	From other sources.	Total.		
11	12	13	14	15	16	17	18	19	20	
\$13,000	\$165,000	\$140,000	\$4,500	\$8,000	0	0	\$3,000	\$15,500	\$8,000	298
93,000	150,000	75,000	13,400	4,500	0	0	0	17,900	7,000	299
60,000	400,000	169,800	5,489	8,489	\$32,586	0	11,836	58,400	801	300
	80,000	76,864	1,062	3,434	0	0	1,570	6,666	3,236	301
1,500	97,230	116,809						13,050	2,300	302
500	20,000	20,000	1,900	1,200	0	0	400	3,500	400	303
7,000	100,000									304
75,000	1,250,000	951,936	47,542	35,000	66,182	0	5,000	153,724		305
4,000	150,000		5,289	0	0	0	280	5,569		306
95,000	1,400,000	1,242,000	69,500	86,000	0	0	0	155,500	304,000	307
2,000	125,000	50,000	4,000	2,000	0	0	6,000	12,000		308
200,000	2,300,000	562,695	37,960	33,606	258,382	\$25,000	65,058	420,000		309
1,000	30,000	20,000	1,500	3,000	100	0	0	4,600		310
40,267	761,076	384,187	13,758	24,519	0	0	22,182	60,459	29,096	311
3,000	100,000	100,000	4,478	2,558	0	0	1,925	8,961	30,000	312
40,000	333,000	365,000	5,700	20,000	0	0	0	25,700	18,000	313
20,000	235,000	680,000	8,000	25,273				33,273	37,000	314
5,000	100,000	150,000	9,000	7,000	0	0	500	16,500	25,000	315
3,000	50,000									316
15,000	175,000	264,552	6,166	12,779	0	0	2,634	21,579	7,470	317
1,500	22,000		2,500	0	0	0	0	2,500		318
4,000	27,000	38,600	6,100	2,600	0	0	1,150	9,850	6,700	319
50,000	716,000	1,576,153	95,000	53,682	0	0	11,000	159,682	403,434	320
10,000	250,000	50,000	2,135	1,594	23,732	0	6,547	34,068		321
200	40,000		3,000	0	0	0	0	3,000		322
2,500	40,000	71,000	1,600	4,260	0	0	0	5,860	125	323
5,000	70,000	0	7,000	0	0	0	500	7,500	500	324
5,000	350,000	175,000	12,000	10,000	0	0	0	22,000		325
5,000	250,000	100,600	3,373	3,802	0	0	11,213	18,388	14,815	326
25,000	70,000	70,000	8,511	4,500	0	0	0	13,011	45,000	327
2,000	200,000	28,000	4,000	1,400	30,000	0	6,000	41,400		328
1,000	50,000	40,000	3,260	2,100	0	0	500	5,800	200	329
5,000	150,000	250,000	15,500	11,336	0	0	14,100	40,936	300,000	330
4,000	100,000	100,000	2,871	4,513	0	0	0	7,384		331
35,000	150,000	0	1,500	0	120,000	0	0	121,500	0	332
1,000	27,000		4,940	0	0	0	0	4,940	2,000	333
1,000	10,000	11,000	2,711	700	0	0	0	3,411		334
*17,000	*150,000	*155,000	*2,898	*8,200	*47,760	0	*900	*59,758		335
6,550	89,000	185,000	7,265	9,700	0	0	0	16,965	1,000	336
3,000	40,000	40,000	3,000	3,000	0	0	0	6,000	2,000	337
500	16,000	2,500	3,583	0	0	0	4,490	8,073	15,704	338
250	12,000	4,000	1,000	280	0	0	50	1,330	3,100	339
3,000	225,000	40,000	5,000	2,600	0	0	1,000	8,600	14,000	340
96,500	250,000	438,784		*17,309	*2,500	0	0			341
2,000	100,000	162,000	3,942	8,283	0	0	3,315	15,545	7,952	342
15,000	150,000	75,000	15,670	0	0	0	24,000	39,670		343
	*150,000	0	*40,000	0	0	0	0	*40,000	0	344
5,000	110,000	35,000	13,106	1,500	0	0	4,300	18,906	7,705	345
	175,000	127,000	5,050	6,350	0	0	2,000	13,400		346
500	100,000	110,000	1,000	5,000	0	0	0	6,000	4,000	347
14,000	400,000	450,000	27,000	17,000	0	0	10,000	54,000	14,000	348
	100,000									349
15,000	120,000	185,000	9,618	7,703	0	0	15,947	33,268	14,057	350
30,000	700,000	446,828			0	0	0			351
75,000	350,000	210,000	14,500	9,000	0	0	2,000	25,500	2,250	352
4,000	60,000	62,500	4,275	3,125	0	0	1,000	8,400		353
15,000	250,000		19,000	0	0	0	5,000	24,000	26,000	354

b Including tuition.

TABLE 32.—Statistics of universities and colleges

Name.	Expenses in college department.		Annual living expenses.		Number of fellowships.	Number of scholarships.	Library.		
	Tuition fee.	Other fees.	Lowest.	Moderate.			Volumes.	Pamphlets.	Value.
1	2	3	4	5	6	7	8	9	10
PENNSYLVANIA—continued.									
355 Haverford College.....	\$150	.....	\$250	\$350	2	50	40,000	4,000	\$50,000
356 Juniata College.....	60	85	128	148	0	12	20,000	4,000	20,000
357 Franklin and Marshall College.....	0	65	114	133	.....	.....	37,910	5,031	35,000
358 Bucknell University.....	50	40	150	200	1	60	22,000	.....	.....
359 Lincoln University*.....	25	2	96	96	.....	.....	16,500	250	9,000
360 Allegheny College.....	45	6	100	150	.....	.....	15,000	.....	50,000
361 Albright College*.....	40	.....	.....	178	.....	.....	1,400	.....	.....
362 Central Pennsylvania College.....	48	13	80	100	.....	4	5,500	1,400	8,250
363 Westminster College.....	42	.....	100	150	.....	.....	6,000	.....	.....
364 Central High School.....	0	0	.....	.....	.....	.....	4,800	.....	8,000
365 La Salle College.....	100	12	.....	.....	.....	4	9,300	680	20,000
366 University of Pennsylvania.....	150-200	.....	175	225	32	147	205,000	50,000	440,220
367 Holy Ghost College.....	60	.....	200	250	.....	4	3,000	500	3,000
368 Susquehanna University.....	46	.....	76	85	0	3	6,400	.....	3,500
369 Lehigh University.....	60-125	.....	200	350	.....	.....	82,575	34,108	100,000
370 Pennsylvania State College.....	(a)	35	.....	200	3	73	18,557	.....	.....
371 Swarthmore College.....	150	.....	250	.....	2	78	21,000	.....	21,500
372 Villanova College.....	60	.....	190	225	.....	1	7,300	200	.....
373 Volant College.....	28	0	50	75	0	3	500	500	1,000
374 Washington and Jefferson College.....	60	26	200	250	0	6	16,000	.....	20,000
375 Waynesburg College.....	30	6	150	175	.....	.....	6,535	5,000	10,000
RHODE ISLAND.									
376 Brown University.....	105	45	300	400	1	100	125,000	30,000	250,000
SOUTH CAROLINA.									
377 College of Charleston.....	40	.....	107	125	0	66	14,000	.....	15,000
378 Presbyterian College of South Carolina.....	4	5	55	.....	0	16	1,900	2,500	2,300
379 Allen University.....	8	.....	45	60	0	1	125	10	100
380 South Carolina College.....	40	33	153	200	0	12	33,000	1,600	54,000
381 Erskine College.....	30	5	120	140	.....	20	10,000	500	.....
382 Furman University.....	50	13	63	72	.....	.....	4,000	2,000	.....
383 Newberry College.....	40	.....	65	85	.....	16	8,000	.....	.....
384 Claffin University.....	16	.....	50	60	.....	.....	5,000	3,000	5,000
385 Wofford College.....	40	15	160	180	.....	6	9,000	.....	15,000
SOUTH DAKOTA.									
386 Huron College.....	30	5	86	100	0	0	1,500	.....	1,500
387 Dakota University*.....	30	3	75	110	.....	.....	3,000	500	4,500
388 Redfield College.....	30	.....	100	.....	.....	.....	4,500	.....	.....
389 University of South Dakota.....	12	.....	120	160	.....	.....	7,000	1,000	10,000
390 Yankton College.....	24	9	150	175	.....	6	7,500	3,000	6,000
TENNESSEE.									
391 Grant University*.....	30	9	57	90	.....	.....	6,000	2,000	5,000
392 King College*.....	50	3	100	100	.....	5	5,000	3,000	4,000
393 Southwestern Presbyterian University.....	60	16	90	126	.....	15	8,500	.....	10,000
394 Greeneville and Tusculum College*.....	30	.....	63	100	.....	5	8,000	500	2,600
395 American University of Harri- man.....	30	9	68	90	.....	.....	2,700	.....	2,500
396 Hiwassee College.....	40	10	50	100	.....	.....	6,000	.....	.....
397 Southwestern Baptist University*.....	50	.....	85	.....	.....	.....	4,000	500	4,000
398 Carson and Newman College*.....	30	5	75	125	.....	42	3,500	1,000	3,000
399 Knoxville College.....	5	.....	58	65	.....	.....	2,000	1,500	2,000
400 University of Tennessee.....	60	21	120	150	0	299	17,300	8,000	11,000
401 Cumberland University.....	50	20	90	125	.....	12	20,000	.....	20,000
402 Washington College.....	27	4	65	75	.....	.....	3,000	1,000	2,000
403 Bethel College.....	50	4	67	90	.....	.....	200	100	800
404 Maryville College.....	18	.....	80	100	0	3	13,000	4,000	13,000

*Statistics of 1900-1901.

a Free to residents; \$100 to nonresidents.

for men and for both sexes—Continued.

Value of scientific apparatus, machinery, and furniture.	Value of grounds and buildings.	Productive funds.	Income.						Benefactions.	
			Tuition and other fees.	From productive funds.	State or municipal appropriations.	From United States Government.	From other sources.	Total.		
11	12	13	14	15	16	17	18	19	20	
\$80,000	\$500,000	\$1,000,000	\$38,000	\$43,800	0	0	\$7,000	\$88,300	\$125,000	355
10,000	115,500	32,563	27,076	1,086	0	0	0	28,162	3,578	356
50,000	320,000	346,000	10,000	16,000	0	0	0	26,000	30,000	357
.....	369,000	430,000	.....	.....	.....	.....	.....	.....	.....	358
5,500	265,500	493,000	1,135	21,836	0	0	12,090	34,632	.....	359
50,000	290,000	410,000	12,000	18,000	0	0	0	30,000	200,000	360
10,000	40,000	62,500	.....	.....	.....	.....	.....	.....	.....	361
3,000	22,600	69,320	2,554	2,730	0	0	30	5,324	660	362
40,000	200,000	200,000	.....	.....	.....	.....	.....	23,000	.....	363
120,000	1,500,000	.....	0	0	\$144,424	0	0	144,424	.....	364
5,000	250,000	0	.....	.....	.....	.....	.....	.....	.....	365
1,260,522	4,584,393	4,004,746	324,181	133,998	0	0	0	438,179	926,832	366
1,000	150,000	.....	8,000	0	0	0	0	8,000	.....	367
5,000	71,400	43,000	7,000	3,000	0	0	2,000	12,000	2,000	368
100,000	1,250,000	1,250,000	30,000	55,000	0	0	5,000	90,000	24,000	369
60,000	790,000	517,000	18,980	31,020	43,979	\$40,000	4,013	137,932	245,000	370
15,000	500,000	430,000	.....	.....	.....	.....	.....	.....	.....	371
2,000	350,000	.....	.....	.....	.....	.....	.....	.....	.....	372
500	10,000	0	1,500	0	0	0	500	2,000	1,000	373
14,650	450,000	273,615	20,000	11,800	0	0	3,045	34,845	.....	374
2,000	125,000	65,000	4,300	1,200	0	0	750	6,250	21,600	375
.....
100,000	1,200,000	2,225,621	88,834	85,138	0	0	6,274	180,246	395,307	376
.....
67,950	90,500	290,000	1,015	11,822	2,550	0	0	15,387	500	377
1,500	14,000	150	1,800	0	0	0	0	1,800	.....	378
.....	85,000	0	1,200	0	0	0	8,000	9,200	.....	379
12,000	800,000	.....	0	0	30,000	0	0	30,000	.....	380
3,000	80,000	100,000	3,000	7,000	0	0	0	10,000	.....	381
.....	150,000	65,000	7,000	4,000	0	0	0	11,000	13,000	382
.....	40,000	36,000	4,084	2,470	0	0	570	7,124	.....	383
5,000	150,000	.....	4,000	0	0	0	10,000	14,000	10,000	384
6,000	175,000	66,000	7,389	5,088	0	0	2,525	15,002	2,217	385
.....
1,500	25,000	0	4,400	0	0	0	1,000	5,400	9,000	386
2,000	100,000	0	7,750	0	0	0	5,781	13,581	.....	387
.....	20,000	.....	.....	.....	.....	.....	.....	.....	.....	388
40,000	150,000	.....	7,000	0	40,000	0	2,000	49,000	.....	389
10,500	131,650	121,090	4,000	6,600	0	0	0	10,600	30,000	390
.....
15,000	390,000	10,800	13,071	750	0	0	11,104	24,925	.....	391
600	20,000	17,000	2,000	1,200	0	0	400	3,600	.....	392
26,500	60,000	276,000	3,008	16,325	0	0	300	19,633	.....	393
500	82,000	2,205	3,700	50	0	0	0	3,750	.....	394
600	100,000	.....	.....	.....	.....	.....	.....	.....	.....	395
.....	25,000	.....	1,200	0	0	0	0	1,200	.....	396
4,500	50,000	70,000	8,500	4,200	0	0	0	12,700	.....	397
1,500	65,000	49,000	5,000	2,500	0	0	500	8,000	.....	398
2,000	110,000	0	200	0	0	0	10,000	10,200	.....	399
104,103	481,159	425,000	12,760	27,505	0	40,000	6,523	86,849	1,500	400
15,000	160,000	120,000	15,500	7,000	0	0	9,500	32,000	.....	401
500	50,000	5,000	1,200	300	0	0	0	1,500	8,000	402
1,000	20,000	0	1,200	0	0	0	600	1,800	50	403
10,000	100,818	247,364	6,544	13,514	0	0	1,045	21,103	1,700	404

^b Not including \$4,000 received through the University of Tennessee.

TABLE 32.—Statistics of universities and colleges

	Name.	Expenses in college department.		Annual living expenses.		Number of fellowships.		Library.		
		Tuition fee.	Other fees.	Lowest.	Moderate.	Number of fellowships.	Number of scholarships.	Volumes.	Pamphlets.	Value.
1		2	3	4	5	6	7	8	9	10
TENNESSEE—continued.										
405	Christian Brothers College*.....	\$72	.....	.....	.....	.....	.....	2,000	1,500	.....
406	Milligan College.....	36	.....	\$65	\$81	.....	.....	2,000	800	\$1,200
407	Fisk University.....	14	\$1	94	.....	0	0	7,274	.....	10,000
408	Roger Williams University.....	12	.....	.....	.....	0	0	4,000	.....	4,000
409	University of Nashville*.....	25	11	120	150	.....	192	20,000	.....	15,000
410	Vanderbilt University.....	85	15-40	100	125	20	25	30,000	5,000	75,000
411	Walden University.....	12	1	76	.....	.....	15	4,500	500	.....
412	University of the South.....	100	15	120	180	.....	22	22,796	22,400	90,396
413	Burritt College.....	40	7-10	60	75	.....	.....	3,285	1,260	5,000
414	Sweetwater College.....	40	0	80	120	0	2	2,000	.....	2,000
TEXAS.										
415	St. Edward's College.....	60	5	160	.....	0	0	5,000	.....	5,000
416	University of Texas.....	0	.....	90	150	7	10	40,000	10,000	100,000
417	Howard Payne College.....	50	5	95	115	.....	.....	2,000	.....	500
418	Fort Worth University.....	48	5	148	160	.....	.....	9,000	.....	.....
419	Polytechnic College.....	50	6	85	125	.....	.....	2,500	500	4,000
420	St. Mary's University.....	36	.....	.....	.....	.....	.....	7,000	5,000	5,000
421	Southwestern University.....	60	6	85	135	0	0	4,300	1,500	8,000
422	Burleson College.....	50	.....	100	125	.....	.....	200	.....	250
423	Wiley University.....	10	7	40	60	.....	.....	4,500	500	5,000
424	Austin College.....	50	11	100	150	.....	.....	6,000	1,000	6,000
425	Baylor University.....	60	5	170	250	1	5	10,500	900	21,450
426	Paul Quinn College.....	22	.....	90	140	.....	.....	1,000	800	1,800
427	Texas Christian University.....	50	.....	90	113	0	0	4,000	.....	6,000
428	Trinity University.....	50	5	100	185	.....	.....	5,000	1,000	5,000
UTAH.										
429	Brigham Young College.....	10	1	95	114	0	3	3,200	970	3,637
430	University of Utah.....	0	25	100	175	0	50	21,300	11,500	25,000
VERMONT.										
431	University of Vermont and State Agricultural College.....	60	28	200	300	0	80	64,212	31,333	150,000
432	Middlebury College.....	83	12	140	200	0	120	26,154	2,600	28,000
433	Norwich University.....	65	5-20	120	.....	.....	32	6,000	4,000	.....
VIRGINIA.										
434	Randolph-Macon College.....	75	15	90	108	.....	30	10,000	2,000	30,600
435	Bridgewater College.....	45	3	97	97	0	0	3,500	500	5,000
436	University of Virginia.....	75	40	150	200	6	37	52,000	1,400	85,050
437	Emory and Henry College.....	50	15	90	110	.....	.....	10,000	2,000	11,000
438	Fredericksburg College.....	55	5	125	125	.....	3	.....	.....	.....
439	Hampden-Sidney College.....	50	32	84	180	2	15	15,000	2,000	10,000
440	Washington and Lee University.....	50	30	100	150	1	20	40,000	10,000	50,000
441	Richmond College.....	70	19	75	120	.....	28	14,150	2,000	25,000
442	Virginia Union University.....	12	.....	65	.....	.....	.....	6,000	1,000	6,000
443	Roanoke College.....	50	12	.....	.....	.....	24	22,000	.....	30,000
444	College of William and Mary*.....	35	13	108	117	0	110	10,000	.....	20,000
WASHINGTON.										
445	Vashon College.....	60	7	190	190	0	0	1,276	2,100	1,000
446	University of Washington.....	0	.....	135	200	0	0	14,000	14,000	17,000
447	Gonzaga College.....	50	.....	200	250	0	0	10,000	.....	10,000
448	Puget Sound University*.....	45	5	120	150	.....	.....	3,000	500	5,000
449	Whitworth College.....	48	.....	225	250	0	1	8,000	1,000	10,000
450	St. James College.....	30	.....	180	.....	.....	.....	8,000	1,000	*8,000
451	Whitman College.....	50	.....	120	150	.....	31	10,000	8,000	15,000

* Statistics of 1900-1901.

a Includes \$50,000 from land leases.

for men and for both sexes—Continued.

Value of scientific apparatus, machinery, and furniture.	Value of grounds and buildings.	Productive funds.	Income.						Benefactions.
			Tuition and other fees.	From productive funds.	State or municipal appropriations.	From United States Government.	From other sources.	Total.	
11	12	13	14	15	16	17	18	19	20
	\$80,000								
\$200	17,000		\$4,250	0	0	0	0	\$4,250	\$554
15,000	350,000	\$65,635	4,500	\$1,754	0	0	\$17,446	23,700	
7,000	143,000	0	1,288	0	0	0	8,121	9,409	185
2,500	200,000		10,000	0	\$20,000	0	40,000	70,000	
200,000	750,000	1,400,000	58,000	62,000	0	0	0	120,000	35,000
8,000	130,000								
87,954	401,500	163,875	40,981	9,832	0	0	4,190	55,003	29,773
3,000	20,000		15,000	0	0	0	650	15,650	
3,000	60,000	0	2,000	0	0	0	500	2,500	100
4,000	100,000	0	25,000	0	0	0	0	25,000	0
100,000	600,000	*623,716	12,900	\$1,895	165,000		23,951	288,746	5,000
500	40,000		6,000	0	0	0	0	6,000	
	225,000		41,500					41,500	
700	30,000								15,000
400	60,000								
3,000	150,000		17,500	0	0	0	5,279	22,779	1,000
200	35,000								
600	40,000		6,000	0	0	0	12,000	18,000	3,000
4,000	75,000	75,000							
25,000	400,000	27,300	32,500	1,000	0	0	5,000	38,500	100,000
3,000	75,000		5,568	0	0	0	4,675	10,243	4,000
7,500	150,000	0	6,980	0	0	0	2,097	9,077	23,520
2,000	150,000	30,000	7,500	3,000	0	0	0	10,500	
12,331	85,477	100,000	4,524	5,917	0	0	20,182	30,623	439
57,500	335,000	309,061	14,566	17,598	66,436	0	0	98,598	155
88,000	575,000	484,000	16,056	17,839	6,000	\$40,000	17,598	97,493	18,000
23,000	200,000	400,000	1,500	20,100	2,400	0	0	24,000	1,500
2,000	60,000	11,500	4,000	250	7,200	0	0	11,450	33,000
8,000	95,000	180,000	20,000	12,000	0	0	0	32,000	
1,200	20,000	8,000	7,900	125	0	0	50	8,575	7,000
50,000	1,250,000	376,850	69,823	23,327	60,000	0	3,904	157,159	
1,500	100,000	10,000	7,800	600	0	0	2,794	11,194	3,000
500	10,000		5,000	0	0	0	0	5,000	
5,000	150,000	150,000	5,000	9,000	0	0	0	14,000	1,000
16,000	200,000	634,353	13,400	36,500	0	0	0	49,900	102,000
6,000	600,000	325,000							50,000
15,000	300,000	90,000	1,909	3,500	0	0	20,000	25,409	5,000
5,000	100,000	65,000	6,000	2,800	0	0	6,000	14,800	
2,000	125,000	129,000	3,400	5,100	15,000	0	0	23,500	
5,400	45,000		10,585	0	0	0	12,176	22,761	
40,000	760,000		0	0	75,000	0	0	75,000	
3,000	300,000	0	40,000	0	0	0	0	40,000	0
5,000	20,000	0	2,500	0	0	0	1,500	4,000	
4,000	200,000		4,000	0	0	0	6,000	10,000	6,500
*8,000	*10,000								
10,000	150,000	250,000	10,000	13,000	0	0	0	23,000	65,000

TABLE 32.—Statistics of universities and colleges

	Name.	Expenses in college department.		Annual living expenses.		Number of fellowships.		Number of scholarships.		Library.		
		Tuition fee.	Other fees.	Lowest.	Moderate.	Number of fellowships.	Number of scholarships.	Volumes.	Pamphlets.	Value.		
	1	2	3	4	5	6	7	8	9	10		
WEST VIRGINIA.												
452	Morris Harvey College	\$30	\$3	\$60	\$90	.....	.....	2,000	500	\$2,500
453	Bethany College	36	9	95	104	.....	41	3,000	1,000	4,000	
454	West Virginia University	(a)	8	125	200	0	0	20,000	.....	40,000	
WISCONSIN.												
455	Lawrence University	6	30	75	125	0	2	19,127	7,963	32,000		
456	Beloit College	36	20	120	275	4	55	29,000	10,000	50,000		
457	Mission House	20	10	100	.....	0	0	6,000	.....	.....
458	University of Wisconsin	(b)	20	133	190	22	12	66,239	20,000	130,233		
459	Milton College	30-40	6	125	194	.....	4	6,632	3,000	9,758	
460	Concordia College	0	0	68	.....	.....	4	4,000	350	4,000
461	Marquette College	60	10	133	152	.....	5	10,050	1,275	4,500	
462	Ripon College	40	.....	175	300	.....	4	12,000	.....	.....
463	Northwestern University*	\$2	.....	68	120	.....	.....	4,523	500	10,000
WYOMING.												
464	University of Wyoming	0	5	150	200	0	0	15,000	7,000	21,800		

* Statistics of 1900-1901.

a Free to residents; \$38 to nonresidents.

for men and for both sexes—Continued.

Value of scientific apparatus, machinery, and furniture.	Value of grounds and buildings.	Productive funds.	Income.						Benefactions.	
			Tuition and other fees.	From productive funds.	State or municipal appropriations.	From United States Government.	From other sources.	Total.		
11	12	13	14	15	16	17	18	19	20	
\$2,000	\$25,000	.....	\$1,000	0	0	0	0	\$1,000	\$5,000	452
3,000	140,000	\$65,000	3,000	\$2,000	0	0	\$3,000	8,000	9,000	453
30,000	675,000	114,370	10,303	6,543	\$156,550	\$35,000	9,728	218,124	1,250	454
39,000	241,500	281,969	11,130	13,680	0	0	8,861	33,671	36,000	455
25,000	265,000	1,200,000	15,000	39,000	0	0	0	54,000	358,000	456
2,000	31,000	24,000	1,864	703	0	0	6,433	9,000	14,090	457
280,785	1,389,979	531,622	67,500	13,331	289,000	40,000	42,625	452,456	.....	458
3,566	23,063	83,595	2,478	5,812	0	0	4,289	12,579	2,538	459
1,500	180,000	.....	.....	.....	.....	.....	.....	.....	.....	460
2,700	180,000	3,800	6,631	70	0	0	0	6,701	1,000	461
.....	196,300	200,000	4,400	14,683	0	0	0	19,083	.....	462
10,000	68,000	.....	1,250	0	0	0	10,000	11,250	.....	463
90,000	250,000	21,451	474	0	23,855	40,000	1,382	65,711	0	464

† Free to residents; ‡30 to nonresidents.

TABLE 33.—Statistics of colleges for women, Division A.

Location.	Name.	Religious or nonsectarian control.	Year of first opening.	Professors and instructors.				Students.													
				Preparatory department.		Collegiate department.		Total number.		College students in—					Students in—						
				Men.	Women.	Men.	Women.	Men.	Women.	Preparatory.	Collegiate.	Graduate.	Total number.	Classical course.	Other general culture courses.	General science course.	Latin.	Greek.	Pedagogy.	Business course.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
CALIFORNIA.																					
1	Mills College and Seminary.....	Nonsect.....	1871	0	4	1	25	7	29	178	29	207	1	28			12	3		4	
ILLINOIS.																					
2	Rockford College.....	Nonsect.....	1849	0	10	0	12	0	18	31	50	81	44				20	5			
MARYLAND.																					
3	Baltimore Woman's College of Baltimore.....	M. E.	1888	0	0	14	16	14	16	0	343	2	345	6343			111	29			
MASSACHUSETTS.																					
4	Cambridge Radcliffe College.....	Nonsect.....	1879	0	0	97	0	97	0	0	405	51	456	6405			117	75	63		
5	Northampton Smith College.....	Nonsect.....	1875	0	0	53	30	53	30	0	1,048	6	1,054	61,048			329	97			
6	South Hadley Mount Holyoke College.....	Nonsect.....	1837	0	5	52	5	52	5	608	3	611	607				171	104	32		
7	Wellesley Wellesley College.....	Nonsect.....	1875	0	0	12	70	12	70		798	22	820	6798							
NEW YORK.																					
8	Aurora Wells College.....	Nonsect.....	1868	0	0	6	2	6	15	0	128		128	128			57	5			
9	Elmira Elmira College.....	Presb.....	1855	0	0	7	8	10	0	123		193	193	75		48	95	35	17		
10	New York Barnard College.....	Nonsect.....	1880	0	40	10	40	10	431		431		431	6431			158	62			
11	Poughkeepsie Vassar College.....	Nonsect.....	1865	0	0	14	58	14	58	0	792	11	803	6792			402	160			
PENNSYLVANIA.																					
12	Bryn Mawr Bryn Mawr College.....	Nonsect.....	1885	0	0	27	16	27	16	0	383	53	436	6383			131	36	15		
VIRGINIA.																					
13	Lynchburg Randolph-Macon Woman's College.....	M. E. S.	1893	0	0	12	15	12	15	0	200	3	203	6248			134	15	46		

a Includes all students in liberal courses.

TABLE 34.—Statistics of colleges for women, Division A—Continued.

Name.	Expenses in college department.		Annual living expenses.		Number of fellowships.	Number of scholarships.	Library.			Value of scientific apparatus and furniture.	Value of grounds and buildings.	Productive funds.	Income.				Benefactions.
	Tuition fee.	Other fees.	Lowest.	Moderate.			Volumes.	Pamphlets.	Value.				Tuition and other fees.	From productive funds.	From other sources.	Total.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
CALIFORNIA.																	
1 Mills College and Seminary			\$400			17	6,000	300		\$25,000	\$303,000	\$75,000					\$500
ILLINOIS.																	
2 Rockford College	\$60		240		7	7,000		1,800	\$15,000	25,000	150,000	125,906	\$16,087	\$4,296	\$1,501	\$21,884	7,914
MARYLAND.																	
3 Woman's College of Baltimore	125	0		\$250	2	41	7,900	1,800	10,000	47,000	697,200	384,500	36,831	12,136	17,984	66,951	63,000
MASSACHUSETTS.																	
4 Radcliffe College	200		275	375		15	17,850	1,100	22,000	9,000	490,000	300,000	78,000	15,130	0	93,130	45,000
5 Smith College	100		171	300			7,500		20,000	110,000	900,000	1,140,000	111,900	71,000	39,700	222,600	211,000
6 Mount Holyoke College	100		150		35		22,200	3,600	40,000	40,000	857,000	571,000	132,000	18,000	0	150,000	8,000
7 Wellesley College	175		225	225		72	53,345	800	135,000	215,800	1,112,000	626,850	262,551	20,143	0	282,714	28,000
NEW YORK.																	
8 Wells College	100		300		7	4,672			16,000	50,000	125,000	200,000	56,341	11,816	1,397	69,551	2,500
9 Elmira College	75	\$5		225		10	6,000	500	10,000	30,000	162,000	70,000	25,000	3,500	0	28,500	4,000
10 Barnard College	150	5		300		38	2,500	250	2,500	35,500	680,000	535,374	68,625	13,880	468	82,973	403,240
11 Vassar College	100		300	300	1	7	42,400	1,000	66,265	113,513	1,399,862	994,054	312,288	49,493	23,879	385,660	117,625
PENNSYLVANIA.																	
12 Bryn Mawr College	150		300	325	14	71	36,000	8,000	75,000	51,000	871,810	1,000,000	69,494	62,000	94,758	226,352	372,149
VIRGINIA.																	
13 Randolph-Macon Woman's College ..	75	15	160		0	11	3,500	500	5,000	30,000	127,000	102,000	27,385	5,362	2,898	35,615	3,101

a Including tuition fees.

TABLE 35.—Statistics of colleges for women, Division B.

Location.	Name.	Religious or nonsectarian control.	Year of first opening.	Professors and instructors.		Preparatory.	College.	Graduate.	Total number.	Graduated in 1902.	Students.											
				Men.	Women.						College students pursuing courses leading to—		College students in—		Number in—							
											A. B. degree.	Ph. B. degree.	M. E. L. or B. L. degree.	B. S. degree.	Other first degrees.	Latin.	Greek.	Pedagogy.	Music.	Art.		
1	ALABAMA.		4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
1	Athens Female College.	M. E. So.	1843	2	11	21	20	113	2	156	12	38	25	30	20	.....	40	20	20	111	27
2	Union Female College*.	Nonsect.	1851	1	10	25	18	63	5	112	5	18	.....	40	5	.....	23	0	.....	45	.....
3	Marion Female Seminary.	Nonsect.	1836	3	8	15	15	70	.....	100	7	40	.....	20	.....	10	23	0	.....	42	19
4	Talladega.	Presb.	1852	1	6	13	12	50	.....	75	4	50	.....	.....	.....	.....	20	0	.....	10	15
5	Tuscaloosa.	Bapt.	1858	2	14	30	.....	33	1	124	16	.....	.....	.....	.....	.....	45	.....	.....	63	0
6do.	Nonsect.	1860	1	15	12	22	104	6	144	24	48	12	12	50	0	92	8
7	Tuskegee	Meth.	1855	3	9	10	15	89	6	120	22	3	0	86	50	0	70	30
8	ARKANSAS.																					
8	Conway	Bapt.	1892	1	8	31	40	50	.....	121	8	20	.....	20	10	.....	50	1	18	70	9
9	CALIFORNIA.																					
9	San José	R. C.	1851	1	21	11	36	23	1	71	2	23	1	0	0	0	23	7	25	71	19	
10	DISTRICT OF COLUMBIA.																					
10	Washington	R. C.	1900	7	13	.....	.....	45	.....	45	.....	28	.....	11	.....	.....	32	24	.....	.....	.....
11	GEORGIA.																					
11	Athens	Nonsect.	1858	0	15	40	.....	120	.....	160	25	.....	.....	.....	.....	.....	40	.....	.....	100	15
12	College Park	Nonsect.	1843	7	15	0	0	191	1	192	22	.....	.....	.....	.....	.....	.....	.....	0	159	44
13	Cuthbert	M. E. So.	1854	3	10	75	95	75	.....	245	10	50	.....	.....	.....	.....	.....	.....	.....	80	20
14	Dalton	M. E. So.	1872	2	5	40	35	60	10	145	5	15	0	30	15	.....	28	0	10	35	25
15	Perryville	Bapt.	1849	3	14	52	38	78	2	170	.....	.....	.....	.....	.....	.....	100	0	6	75	10
16	Gainesville	Bapt.	1878	4	15	.....	.....	200	.....	200	32	125	.....	50	.....	.....	125	8	.....	150	15
17	Lagrango	M. E. So.	1883	5	12	0	65	108	13	186	15	25	0	1	30	0	20	5	3	108	28	
18	.....do.	Bapt.	1843	4	16	.....	.....	176	.....	176	22	100	.....	50	26	.....	100	.....	.....	125	35

19	Macon	.....	1839	6	13	56	295	351	21	174	60	90	313	80
20	Keokuk	.....	1877	11	15	20	143	186	7	50	.....	.....	145	18
ILLINOIS.														
21	Jacksonville	.....	1847	2	18	49	90	200	25	.....	.....	60	6	10
22	Knoxville	.....	1868	2	14	0	30	130	7	90	0	0	50	2
KANSAS.														
23	Topeka	.....	1861	0	15	20	80	112	2	.....	.....	40	5	15
KENTUCKY.														
24	Bowling Green	.....	1889	1	19	.....	905	205	10	150	.....	60	.....	35
25	Danville	.....	1860	5	.....	.....	130	119	13	75	.....	30	.....	33
26	Harradburg	.....	1891	4	9	20	48	118	21	10	20	28	60	8
27	Hopkinsville	.....	1856	3	8	10	89	110	8	11	0	6	3	2
28	Lexington	.....	1851	3	9	65	30	125	8	.....	.....	25	.....	22
29	Millersburg	.....	1850	2	10	37	25	126	6	30	20	14	0	15
30	Nicholasville	.....	1854	0	12	.....	78	110	4	.....	.....	25	61	5
31	Owensboro	.....	1890	5	8	20	70	160	2	10	40	60	5	45
32	Russellville	.....	1856	1	6	30	10	111	5	.....	.....	50	0	34
33	Stanford	.....	1869	1	3	10	15	40	6	.....	.....	15	.....	20
LOUISIANA.														
34	Clinton	.....	1852	2	7	30	40	127	10	.....	50	.....	25	1
35	Keatchie	.....	1855	2	5	17	5	58	0	80	0	16	20	0
36	Mansfield	.....	1855	1	8	16	20	40	.....	17	.....	.....	17	.....
MAINE.														
37	Kents Hill	.....	1860	7	6	.....	116	5	1	152	.....	.....	6	20
38	Woodfords	.....	1834	4	6	.....	92	20	3	115	16	.....	30	50
MARYLAND.														
39	Baltimore	.....	1873	7	20	20	255	350	6	20	.....	128	15	15
40	Fredrick	.....	1893	5	12	48	102	150	12	8	4	10	35	6
41	Hagerstown	.....	1852	4	11	21	19	145	0	24	8	.....	9	12
42	Lutherville	.....	1853	6	6	.....	37	90	16	7	.....	13	52	.....
MASSACHUSETTS.														
43	Auburndale	.....	1851	9	22	.....	91	167	26	.....	.....	40	1	101
MINNESOTA.														
44	Albert Lea	.....	1885	0	9	0	17	28	3	11	0	0	19	13

Statistics of 1900-1901.

TABLE 35.—Statistics of colleges for women, Division B—Continued.

Location.	Name.	Religious or nonsectarian control.	Year of first opening.	Professors and instructors.		Elementary.	Preparatory.	Collegiate.	Graduate.	Total number.	Graduated in 1902.	Students.										
				Men.	Women.							A. B. degree.	Ph. B. degree.	M. E. L. or B. L. degree.	B. S. degree.	Other degrees.	Latin.	Greek.	College students pursuing to—	Number in—		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
MISSISSIPPI.																						
45	Blue Mountain	Nonsect	1873	3	18	30	50	230	1	313	18	100	0	100	0	100	125	0	50	150	17	
46	Brookhaven	M. E. So.	1859	3	12	25	25	100	1	151	14	75	25	25	25	25	40	0	12	75	52	
47	Clinton	Bapt.	1853	2	7	54	25	75	1	154	14	14	14	14	14	14	14	0	12	75	52	
48	Columbus	State	1885	6	25	319	319	187	7	513	12	187	187	187	187	187	187	0	244	55	9	
49	French Camp	Presb.	1884	2	4	25	15	40	0	80	2	20	20	20	20	20	25	0	3	30	10	
50	Jackson	Nonsect	1894	1	8	10	25	100	0	135	20	5	15	15	15	15	20	2	2	80	15	
51	Merridan	M. E.	1869	2	15	25	35	340	0	400	9	5	6	15	20	25	75	5	60	356	24	
52	Natchez	Nonsect	1894	1	14	58	53	51	6	189	4	24	0	0	0	0	37	22	0	43	23	
53	Oxford	M. E.	1854	1	12	31	30	69	6	100	12	2	13	13	13	13	30	0	0	80	8	
54	Pontotoc	Presb.	1852	1	3	10	30	22	22	62	0	12	16	16	16	16	16	0	0	30	30	
55	Port Gibson	M. E.	1843	1	8	10	5	75	2	90	3	2	2	2	2	2	26	0	0	50	10	
MISSOURI.																						
56	Columbia	Christian	1851	4	22	22	30	190	6	248	42	30	120	40	40	40	78	25	0	180	34	
57	do	Bapt.	1856	7	11	32	15	120	3	167	11	15	15	15	15	15	43	0	0	105	17	
58	do	M. E. So.	1841	2	10	15	20	50	3	131	18	18	18	18	18	18	60	0	0	65	10	
59	Fulton	Presb.	1872	3	9	15	25	128	0	163	10	60	60	60	60	60	50	0	0	58	10	
60	Lexington	Bapt.	1865	4	8	12	40	70	0	123	11	30	40	40	40	40	50	0	0	120	30	
61	do	M. E. So.	1869	5	9	10	38	144	0	138	13	0	0	0	0	0	50	0	0	35	17	
62	Liberty	Nonsect	1890	4	12	10	50	114	0	201	20	3	75	4	4	4	55	6	6	110	30	
63	Mexico	Bapt.	1873	10	12	12	150	88	2	252	10	25	25	25	25	25	60	10	0	200	30	
64	Nevada	M. E. So.	1884	2	12	25	40	80	0	130	9	20	0	30	15	15	40	3	3	143	20	
65	St. Charles	Presb.	1830	5	10	80	80	2	1	83	10	2	2	2	2	2	26	0	0	55	30	
NEW YORK.																						
66	Brooklyn	Nonsect	1853	6	49	40	551	66	0	657	25	0	0	0	0	0	360	18	0	0	0	

67	NO. 12	80	110	6	4	9	155	80	45	12	5	1842	Nonsect	Asheville College for Young Women
68	Charlotte	75	50	1	119	13	119	50	63	7	7	1847	Nonsect	Elizabeth College
69	Dallas	20	17	6	92	2	92	17	32	4	2	1879	Luth.	Gaston College
70	Greensboro	30	100	0	150	8	150	100	30	10	2	1846	M. E. So	Greensboro Female College
71	Hickory	15	43	1	113	7	113	43	15	8	2	1880	Nonsect	Claremont Female College
72	Louisburg	14	0	0	47	0	47	0	46	3	9	1857	M. E.	Louisburg Female College
73	Oxford	15	35	0	116	6	116	35	18	3	10	1850	Bapt	Oxford Female Seminary
74	Raleigh	15	60	3	290	13	290	60	40	16	5	1889	Bapt	Baptist Female University
75	Salem	46	144	3	324	52	324	144	100	4	30	1882	Moravian	Salem Female Academy and College
OHIO.														
76	Oxford	53	38	8	145	2	145	53	84	2	15	1849	Nonsect	Oxford College*
77	do	10	120	20	154	8	154	10	27	1	27	1855	Nonsect	Western College
78	Painesville	6	131	41	151	7	151	6	33	2	18	1855	Nonsect	Lake Erie College and Seminary
PENNSYLVANIA.														
79	Allentown	36	60	3	134	12	134	36	20	4	10	1867	Reformed	Allentown College for Women
80	Bethlehem	10	100	13	100	13	100	10	14	6	15	1749	Moravian	Moravian Seminary and College for Women
81	Blairsville	10	40	4	120	8	120	10	80	4	8	1851	Presb.	Blairsville College
82	Chambersburg	46	211	21	266	33	266	46	48	5	25	1870	Presb.	Wilson College
83	Mechanicsburg	13	56	11	142	27	142	13	11	7	10	1856	Luth.	Irring Female College
84	Pittsburg	11	54	15	238	13	238	11	188	4	24	1869	Presb.	Pennsylvania College for Women
SOUTH CAROLINA.														
85	Columbia	9	53	2	138	15	138	9	0	3	11	1859	M. E. So.	Columbia Female College
86	do	18	84	18	203	15	203	18	34	6	17	1890	Presb.	Presbyterian College for Women
87	Duewest	11	13	51	138	16	138	11	0	5	8	1859	A. R. Presb.	Due West Female College
88	Gaffney	25	81	25	205	9	205	25	35	4	13	1845	Bapt	Limestone College
89	Greenville	25	10	3	76	5	76	25	15	2	6	1894	Nonsect	Greenville College for Women
90	do	15	70	15	197	20	197	15	21	14	19	1854	Bapt	Greenville Female College
91	Spartanburg	23	210	23	400	8	400	23	6	9	18	1890	Nonsect	Converse College
92	Union	22	21	22	42	0	42	22	6	1	4	1881	Presb.	Clifford Seminary
93	Williamston	16	37	16	107	2	107	16	57	2	4	1872	M. E. So	Williamston Female College*
TENNESSEE.														
94	Bristol	35	75	0	230	10	230	35	45	3	19	1870	M. E. So.	Sullins College
95	Brownsville	5	35	0	83	6	83	5	30	4	8	1851	Bapt	Brownsville Female College
96	Franklin	20	60	20	155	31	155	20	50	7	23	1856	Nonsect	Tennessee Female College
97	Gallatin	7	30	7	93	11	93	7	25	1	7	1857	Nonsect	Howard Female College
98	Jackson	28	116	28	220	31	220	28	17	14	17	1843	M. E. So.	Memphis Conference Female Institute.
99	Murfreesboro	6	70	1	227	14	227	6	45	1	13	1852	M. E. So.	Soule Female College
100	Nashville	10	35	2	106	13	106	10	25	7	9	1889	Nonsect	Roseobel College
101	do	29	75	2	387	53	387	29	30	2	23	1865	Presb.	Ward Seminary
102	Pulaski	6	184	20	121	10	121	6	10	2	6	1870	M. E.	Martin Female College*
103	Rogersville	6	60	2	90	3	90	6	15	2	12	1849	Presb.	Rogersville Synodical College

* Statistics of 1900-1901.

TABLE 35.—Statistics of colleges for women, Division B—Continued.

Location.	Name.	Religious or nonsectarian control.	Year of first opening.	Professors and instructors.		Elementary.	Preparatory.	Collegiate.	Graduate.	Total number.	Graduated in 1902.		Students.										
				Men.	Women.						A. B. degree.	Ph. B. degree.	M. E. L. or B. L. degree.	B. S. degree.	Other first degrees.	Latin.	Greek.	College students pursuing courses leading to—	Number in—				
				3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
TEXAS.																							
104	Belton.....	Bapt.....	1845	5	13	250	145	8	403	36	65	40	40	40	40	40	40	40	75	30	40	275	10
105	Bonham.....	Christian.....	1867	3	10	82	24	36	142	1	1	1	1	1	1	1	1	1	21	0	0	64	5
106	Chapel Hill.....	M. E. So.....	1852	1	6	18	6	60	84	12	1	1	1	1	1	1	1	1	25	0	0	40	12
107	San Antonio.....	M. E. So.....	1894	3	10	6	13	105	145	11	1	1	1	1	1	1	1	1	25	0	0	100	17
VIRGINIA.																							
108	Abingdon.....	M. E. So.....	1860	4	13	30	60	70	160	21	40	40	40	40	40	40	40	40	41	.....	.....	130	23
109	do.....	Presb.....	1893	0	10	15	35	42	92	6	8	8	8	8	8	8	8	8	25	1	.....	64	8
110	Bristol.....	Bapt.....	1884	7	3	37	25	62	62	4	1	1	1	1	1	1	1	1	25	1	.....	30	2
111	Danville.....	Episcopal.....	1860	2	6	10	67	85	85	11	1	1	1	1	1	1	1	1	49	49	.....	53	11
112	Hollins.....	Nonsect.....	1822	11	15	19	234	246	246	19	1	1	1	1	1	1	1	1	79	0	.....	190	31
113	Marion.....	Episcopal.....	1874	2	7	20	80	100	100	2	1	1	1	1	1	1	1	1	100	0	.....	50	17
114	Petersburg.....	Nonsect.....	1863	4	13	25	100	65	79	16	1	1	1	1	1	1	1	1	25	.....	.....	73	12
115	Winchester.....	P. E.....	1874	4	5	14	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	25	.....	.....	48	4
116	do.....	M. E. So.....	1874	1	5	12	15	20	47	6	2	2	2	2	2	2	2	2	20	2	.....	25	.....
WEST VIRGINIA.																							
117	Lewisburg.....	Presb.....	1876	2	13	17	43	64	2	126	29	18	18	18	18	18	18	18	39	.....	.....	96	25
WISCONSIN.																							
118	Milwaukee.....	Cong. & Presb.....	1835	2	20	169	56	225	5	7	49	49	49	49	49	49	49	49	35	7	.....	70	16

* Statistics of 1900-1901.

TABLE 36.—Statistics of colleges for women, Division B—Continued.

Name.	Expenses in college department.			Annual living expenses.		Library.		Value of scientific apparatus and furniture.	Value of grounds and buildings.	Pro-ductive funds.	Income.				Benefac-tions.					
	Tuition fee.	Other fees.	Lowest.	Moderate.	Vol-umes.	Value.	Tuition and other fees.				From pro-ductive funds.	State or munic-ipl appro-pri-ations.	From other sources.	Total.						
																2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
ALABAMA.																				
1		\$3	\$113	\$122	1,000	\$1,250	\$350	\$25,000			\$6,000					\$1,500	\$7,500	\$1,500		
2	Athens Female College	2	100	125	600	600	500	20,000												
3	Union Female College*	50	50		300	300		25,000												
4	Marion Female Seminary	41-45	108	126	110			18,000												
5	Isbell College	9	1	120	130	1,100	200	200,000			12,000	0	0	0	1,000					
6	Central Female College	48	1	120	130	1,000	500	25,000			11,400									
7	Tuscaloosa Female College	50	0	100	150	5,000	500	100,000	\$7,000		3,500	\$400	0	0	3,300				2,000	
8	Alabama Conference Female College																			
ARKANSAS.																				
8	Central Baptist College	50	1	130	140	500	100	45,000	0	10,000									400	
CALIFORNIA.																				
9	College of Notre Dame		31	300	300	7,500	20,000	238,000	0	25,000	0	0	0	0	0	0	0	0	25,000	
DISTRICT OF COLUMBIA.																				
10	Trinity College	100		300		5,000	11,000				12,775	0	0	0	0	0	0	0	12,775	0
GEORGIA.																				
11	Lacy Cobb Institute	60	13	220	150	800	800	45,000	0											
12	Southern Female College	50	9	80	100	5,000	500	50,000			5,000									
13	Andrew Female College	40	3	130	150	300	500	20,000			4,000				6,500				11,500	400
14	Dalton Female College	40	4	84	84	300	150	50,000	0	15,500				\$900					16,000	400
15	Monroe Female College	41	6	135	165	4,000	2,000	85,000			30,000								30,000	5,000
16	Brenau College	50	2	120	135	2,000	2,500	137,250	13,500	20,500	1,000								2,209	25,709
17	La Grange Female College	54	6	120	140	5,000	3,000	75,000			50,000								18,000	70,000
18	Southern Female College	50	10	150	150	5,000	3,000	275,000	50,000	25,000	2,500	2,000							27,500	27,500
19	Wesleyan Female College*	60	10	150	150	5,000	5,000	150,000	41,000		25,000									
20	Shorter College																			

* Statistics of 1900-1901. α Including tuition.

TABLE 36.—Statistics of colleges for women, Division B—Continued.

Name.	Expenses in college department.			Annual living expenses.		Library.		Value of scientific apparatus and furniture.	Value of grounds and buildings.	Pro-ductive funds.	Tuition and fees.	Income.								
	Tuition fee.	Other fees.	Lowest.	Moderate.	Vol-umes.	Value.	12					13	14	15	16	From pro-ductive funds.	State or munic-ipal appri-ations.	From other sources.	Total.	Bene-fac-tions.
ILLINOIS.																				
21 Illinois Woman's College.....	\$50			\$25	1,000	\$1,000	\$1,000	\$185,000			\$20,000					\$20,000	\$15,000			
22 St. Mary's School.....				400	2,500	2,000	3,000	100,000		\$3,500	60,000	0	0	0	0	60,100	9,000			
KANSAS.																				
23 College of the Sisters of Bethany.....	45			300	2,500	2,000	1,000	200,000	30,000		2,400									
KENTUCKY.																				
24 Potter College.....	60			200	5,000	5,000	800	80,000			27,000					27,000				
25 Caldwell College.....	50	\$10		250	500	200	200	50,000												
26 Beumont College.....	60		\$150	175	4,000	500	100	25,000			10,000	0	0	0	10,000	0				
27 Bethel Female College.....	50	0	180	200	1,800	1,500	3,000	40,000	100		6	0	0	0	10,000	0				
28 Sayre Female Institute.....	65			185	300	300	400	140,000			5,500			\$300	5,800	0				
29 Millersburg Female College.....	50			100	500	300	300	10,000			8,000				8,000	0				
30 Jessamine Female Institute.....	50	5	150	160	1,500	1,500	400	25,000			5,000				5,000	0				
31 Owensboro Female College.....	40		120	120	1,500	1,500	400	30,000	0		2,500				2,500	0				
32 Logan Female College.....	54			150	1,000	1,000	10,000													
33 Stanford Female College.....	50		130																	
LOUISIANA.																				
34 Silliman Collegiate Institute*.....	50	1	135	150	300	225	500	45,000	22,000		4,500	2,000			6,500	6,500				
35 Louisiana Female College.....	50		100	150	1,500	1,250	250	30,000	0		3,200	0	0	0	3,200	75				
36 Mansfield Female College.....	50	2	100	115	5,000	5,000		30,000	0		6,000		0	150	6,150					
MAINE.																				
37 Maine Wesleyan Seminary and Female Col-lege.....	40	3	60	120	8,000		8,000	138,000	145,000		6,221	6,174	0	650	13,045	25,000				
38 Westbrook Seminary.....	30	5	133	145	3,000	2,000	1,000	70,000	50,000		3,000	1,500	\$500		5,000					

MARYLAND.													
39	Notre Dame of Maryland.....	100	15	175	350	4,500	525,000	65,000	1,000	0	10,000	75,000	.....
40	Woman's College.....	50	.....	.....	100	3,000	65,000	15,000	.....	.....	0	10,000	.....
41	Kee Mar College.....	50	20	200	200	2,500	75,000	15,000	0	0	0	15,000	250
42	Maryland College for Women.....	60	25	180	150	1,500	60,000	15,000	.....	.....	.....	15,000	.....
MASSACHUSETTS.													
43	Lasell Seminary.....	150	.....	450	2,400	5,000	200,000	1,000	* 35	0	* 64,965	* 80,000	.....
MINNESOTA.													
44	Albert Lea College.....	31	0	200	200	2,500	40,000	10,000	300	0	4,700	9,800	3,200
MISSISSIPPI.													
45	Blue Mountain Female College.....	50	1	50	120	2,000	50,000	40,000	0	0	0	40,000	0
46	Whitworth Female College*.....	60	8	130	800	2,000	80,000	15,000	.....	.....	.....	15,000	0
47	Hillman College.....	45	1	.....	1,200	2,000	15,000	.....	.....	.....	.....	.....	.....
48	Industrial Institute and College*.....	0	.....	85	2,500	3,000	130,000	156,489	68,150	.....	.....	68,150	.....
49	Central Mississippi Institute*.....	40	.....	100	3,000	1,000	7,500	.....	.....	.....	.....	.....	.....
50	Belhaven College for Young Ladies.....	50	6	150	500	800	50,000	12,500	.....	.....	.....	12,500	.....
51	East Mississippi Female College.....	60	3	45	185	3,000	30,000	0	.....	.....	.....	15,000	0
52	Stanton College for Young Ladies.....	60	.....	162	400	200	25,000	0	.....	.....	.....	5,000	.....
53	Woman's College*.....	40	3	120	400	500	30,000	2,800	.....	.....	.....	2,800	.....
54	Chickasaw Female College.....	40	0	100	125	3,000	30,000	6,000	.....	.....	.....	6,000	.....
55	Port Gibson Female College.....	40	5	110	500	700	3,500	0	.....	.....	.....	.....	.....
MISSOURI.													
56	Christian College*.....	50	.....	225	5,000	7,500	110,000	35,000	.....	.....	.....	35,000	.....
57	Stephens College*.....	40	.....	150	800	1,500	125,000	20,000	1,000	.....	.....	14,500	.....
58	Howard-Payne College*.....	55	0	150	1,200	1,200	50,000	11,800	500	0	0	12,500	.....
59	Synodical Female College.....	60	.....	160	2,000	1,000	40,000	0	.....	.....	.....	15,000	7,000
60	Baptist Female College.....	50	.....	160	1,200	500	30,000	1,700	72	.....	.....	15,000	.....
61	Central Female College*.....	50	3	175	1,500	2,000	95,000	60,000	.....	.....	.....	21,072	.....
62	Liberty Ladies' College.....	50	.....	176	1,100	1,200	60,000	35,000	.....	.....	.....	35,000	.....
63	Hardin College.....	50	3	160	200	1,000	90,000	65,500	.....	.....	.....	15,000	0
64	Cotley College for Young Ladies.....	45	.....	120	140	600	30,000	0	.....	.....	.....	15,000	.....
65	Lindenwood College for Women.....	55	0	235	2,500	2,000	75,000	22,500	1,350	0	0	25,350	250
NEW YORK.													
66	Paecker Collegiate Institute.....	160	0	.....	8,000	8,000	200,000	47,000	1,259	713	4,425	70,241	.....
NORTH CAROLINA.													
67	Asheville College for Young Women.....	100	.....	200	3,000	5,000	80,000	17,000	.....	.....	.....	38,000	21,000
68	Elizabeth College.....	30	23	200	1,000	1,000	250,000	750	0	0	21,000	1,300	2,050
69	Gaston College.....	30	.....	130	1,350	800	8,000	0	.....	.....	.....	.....	.....

* Statistics of 1900-1901.

TABLE 36.—Statistics of colleges for women, Division B—Continued.

Name.*	Expenses in college department.		Annual living expenses.		Library.		Value of scientific apparatus and furniture.	Value of grounds and buildings.	Pro-ductive funds.	Tuition and other fees.	Income.				Benefac-tions.
	Tuition fee.	Other fees.	Lowest.	Moderate.	Vol-umes.	Value.					From other pro-ductive funds.	State or munic-ipal approp-riations.	From other sources.	Total.	
I	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
NORTH CAROLINA—continued.															
70 Greensboro Female College.....	\$50			\$200	8,000	\$10,000	\$2,500	\$100,000	0	\$5,000	0	0	\$3,000	\$25,000	\$2,500
71 Claremont Female College.....	40	\$7	45	100	1,000	230	100	15,000	0	10,870	0	0	0	8,000	0
72 Louisville Female College.....	30				965	1,500	500	10,000	0	6,500	0	0	0	10,870	0
73 Oxford Female Seminary.....	40			135	1,000	1,000	500	20,000	0	6,500	0	0	0	6,500	0
74 Baptist Female University.....	53	7	60	112	1,091	1,000	500	100,000	0	28,000	0	0	0	28,000	0
75 Salem Female Academy and College.....	40			185	6,000	6,000	1,000	200,000	\$10,000	30,000				30,000	
OHIO.															
76 Oxford College*.....	50	5	300	400	2,000	2,000	2,000	75,000	0	32,500	\$3,500			36,000	
77 Western College.....				250	11,000		6,000	131,737	40,000	27,815	1,800	0	455	30,110	8,400
78 Lake Erie College and Seminary.....	75	3-5		175	8,000	12,000	10,000	315,000	40,000	27,815	1,800	0	455	30,110	8,400
PENNSYLVANIA.															
79 Allentown College for Women.....			230		1,400	1,400	5,000	60,000	10,000						5,000
80 Moravian Seminary and College for Women.....	40	7	250	300	4,000	800	100	100,000	0	15,000	0	0	0	15,000	4,000
81 Blarville College.....	60		130	190	20,000	25,000	29,000	250,000	0	73,000			3,000	76,000	3,000
82 Wilson College.....	50	0	200	200	1,000	1,000		60,000							
83 Irving Female College.....	110	2-15	240	275	3,000	10,000	4,000	125,000		40,000	0	0	0	40,000	
84 Pennsylvania College for Women.....															
SOUTH CAROLINA.															
85 Columbia Female College.....	40	10	135	175	600	1,000	800	60,000		6,000		0	11,975	17,975	2,500
86 Presbyterian College for Women.....	60		180	180	500	1,000	600	70,000							
87 Due West Female College.....	38		90	112	1,000	1,000	3,000	5,000	1,000	14,500				14,500	10,000
88 Limestone College.....	50		150	225	3,910	5,000	3,000	140,000							0
89 Greenville College for Women.....	50	5	100	120	800	500	1,400	7,000							
90 Greenville Female College.....	45	5	100	120	700	1,400	60	40,000	0	48,000	750			48,750	6,400
91 Converse College.....	60	1	130	200	5,000	5,000	2,000	250,000	12,000	48,000	750			48,750	6,400
92 Clifton Seminary.....	40				1,000	1,000	200	10,000	0						
93 Williamston Female College*.....	35	2		120	3,500	2,500	1,500	17,500	0		0	\$300			

TENNESSEE.												
94	Sullins College.....	50	125	150	800	500	75,000					
95	Brownsville Female College.....	45	125	150	2,500	500	20,000					
96	Tennessee Female College.....	50	100	150	1,300	500	15,000					
97	Howard Female College.....	50	200	225	5,618	2,500	20,000	5,000				5,000
98	Memphis Conference Female Institute.....	60	4	130	500	500	50,000	0	25,000			25,000
99	Southern Female College.....	70	0	175	1,500	250	15,000	0	0			0
100	Rosewood College.....	80	200	175	500	250	40,000	15,000				15,000
101	Warrick Seminary.....	80	200	275	3,000	500	80,000	60,000				60,000
102	Marion Female College*.....	54	71	90	1,000		100,000	30,000	1,800			7,800
103	Rogersville Synodical College.....	40	155	1,000	1,000		10,000	5,500				5,500
TEXAS.												
104	Baylor Female College.....	50	125	200	7,000	6,000	150,000	0	38,000	0	0	38,000
105	Carlton College.....	45	5	126	1,000	1,500	13,000	0	6,138	0	0	6,138
106	Chappell Hill Female College*.....	50	110	110	500	500	12,000					3,000
107	San Antonio Female College.....	65	2	200	1,300	1,000	65,000	0	10,000	0	15,000	25,000
VIRGINIA.												
108	Martha Washington College.....	40	125	200		200	60,000		18,000			18,000
109	Stonewall Jackson Institute.....	50	3	125	500	600	41,000	0				
110	Southwest Virginia Institute.....	50	2	100	1,000	600	100,000					
111	Roanoke Female College.....	50	126	126	2,000	3,000	25,000	8,300				8,300
112	Hollins Institute.....	60	190	2,000	3,000	2,500	150,000	75,000				75,000
113	Marion Female College.....	35	100	3,000	1,000		20,000					20,000
114	Southern Female College*.....	80	125	150	150		25,000					25,000
115	Episcopal Female Institute.....	40	125	100	1,000		12,000					
116	Valley Female College.....	40	125	150	1,000		12,000					
WEST VIRGINIA.												
117	Lewisburg Female Institute.....	40	135	175	1,400	2,000	80,000		18,560			18,560
WISCONSIN.												
118	Millwaukee-Downer College*.....	100	4	200	4,432	3,840	158,000	162,326	49,672	7,500	0	57,172*

*Including tuition fee.

*Statistics of 1900-1901.

TABLE 37.—Statistics of

	Location.	Name.	Control.	Year of first opening.
	1	2	3	4
1	Auburn, Ala.	Alabama Polytechnic Institute	State	1872
2	Fort Collins, Colo.	Colorado Agricultural College	State	1879
3	Golden, Colo.	Colorado State School of Mines	State	1874
4	Storrs, Conn.	Connecticut Agricultural College	State	1881
5	Atlanta, Ga.	Georgia School of Technology	State	1888
6	Chicago, Ill.	Armour Institute of Technology	State	1893
7	Lafayette, Ind.	Purdue University	State	1874
8	Terre Haute, Ind.	Rose Polytechnic Institute	State	1883
9	Ames, Iowa.	Iowa College of Agriculture and Mechanic Arts.	State	1868
10	Manhattan, Kans.	Kansas State Agricultural College	State	1863
11	Annapolis, Md.	United States Naval Academy	Nation	1845
12	Amherst, Mass.	Massachusetts Agricultural College	State	1867
13	Boston, Mass.	Massachusetts Institute of Technology	State	1865
14	Worcester, Mass.	Worcester Polytechnic Institute	State	1868
15	Agricultural College, Mich.	Michigan Agricultural College	State	1857
16	Houghton, Mich.	Michigan College of Mines	State	1885
17	Agricultural College, Miss.	Mississippi Agricultural and Mechanical College	State	1880
18	Westside, Miss.	Alcorn Agricultural and Mechanical College	State	1871
19	Bozeman, Mont.	Montana College of Agriculture and Mechanic Arts.	State	1893
20	Butte, Mont.	Montana State School of Mines	State	1900
21	Durham, N. H.	New Hampshire College of Agriculture and Mechanic Arts.	State	1867
22	Hoboken, N. J.	Stevens Institute of Technology	State	1871
23	Mesilla Park, N. Mex.	New Mexico College of Agriculture and Mechanic Arts.	Territory	1891
24	Socorro, N. Mex.	New Mexico School of Mines	Territory	1888
25	Potsdam, N. Y.	Clarkson School of Technology	State	1896
26	Troy, N. Y.	Rensselaer Polytechnic Institute	State	1824
27	West Point, N. Y.	United States Military Academy	Nation	1802
28	Greensboro, N. C.	Agricultural and Mechanical College for the Colored Race.	State	1894
29	West Raleigh, N. C.	North Carolina College of Agriculture and Mechanic Arts.	State	1889
30	Agricultural College, N. Dak.	North Dakota Agricultural College	State	1891
31	Cleveland, Ohio	Case School of Applied Science	State	1881
32	Stillwater, Okla.	Oklahoma Agricultural and Mechanical College.	Territory	1891
33	Corvallis, Oreg.	Oregon State Agricultural College	State	1870
34	Kingston, R. I.	Rhode Island College of Agriculture and Mechanic Arts.	State	1890
35	Charleston, S. C.	South Carolina Military Academy	State	1843
36	Clemson College, S. C.	Clemson Agricultural College	State	1893
37	Brookings, S. Dak.	South Dakota Agricultural College	State	1881
38	Rapid City, S. Dak.	State School of Mines	State	1886
39	College Station, Tex.	Agricultural and Mechanical College of Texas.	State	1876
40	Logan, Utah	Utah Agricultural College	State	1890
41	Blacksburg, Va.	Virginia Agricultural and Mechanical College and Polytechnic Institute.	State	1872
42	Lexington, Va.	Virginia Military Institute	State	1839
43	Pullman, Wash.	Washington Agricultural College	State	1892

schools of technology.

Professors and instructors.						Students.									
Preparatory department.		Collegiate department.		Total number.		Preparatory.		Collegiate.		Graduate.				Total number.	
Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Resident.		Nonresident.		Men.	Women.
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
3	0	21	0	24	0	58	0	320	6	18	4	.....	.....	396	10
7	3	29	3	29	3	102	28	138	43	6	0	.....	.....	319	129
0	0	16	0	16	0	0	0	210	1	2	0	.....	.....	210	1
6	0	17	3	17	3	.....	.....	62	18	.....	.....	.....	.....	64	18
14	2	34	0	35	0	116	0	315	0	.....	.....	.....	.....	431	0
0	0	27	0	41	2	335	33	351	0	.....	.....	.....	.....	686	33
0	0	78	8	73	8	0	0	1,071	68	21	14	.....	.....	1,103	84
0	0	20	0	20	0	0	0	162	0	2	0	.....	.....	164	0
2	10	49	20	49	20	208	47	803	141	6	4	.....	.....	1,316	204
.....	.....	38	13	40	23	239	59	533	254	12	17	.....	.....	1,017	379
.....	.....	71	0	71	0	.....	.....	333	0	.....	.....	.....	.....	333	0
.....	.....	21	0	21	0	.....	.....	207	3	10	4	.....	.....	217	7
.....	.....	147	2	147	2	.....	.....	1,350	49	9	0	.....	.....	1,366	49
0	0	31	0	31	0	0	0	253	0	1	0	.....	.....	254	0
.....	.....	45	9	45	9	72	0	452	158	7	0	.....	.....	581	158
6	0	15	0	15	0	.....	.....	197	0	.....	.....	.....	.....	197	0
10	0	21	0	27	0	250	0	317	5	3	0	.....	.....	599	5
0	2	6	0	16	0	383	54	41	1	.....	.....	.....	.....	424	55
.....	.....	16	9	16	10	49	48	48	24	.....	.....	.....	.....	98	73
1	0	7	0	8	0	9	1	55	3	0	0	.....	.....	64	4
.....	.....	19	0	19	0	.....	.....	127	4	.....	.....	.....	.....	127	4
13	0	22	0	32	0	224	0	259	0	.....	.....	.....	.....	483	0
1	3	14	3	15	6	91	29	11	16	2	0	.....	.....	153	62
1	2	4	2	4	2	26	26	17	1	.....	.....	.....	.....	43	27
.....	.....	8	1	8	1	.....	.....	60	8	.....	.....	.....	.....	63	20
0	0	21	0	21	0	0	0	250	0	.....	.....	.....	.....	250	0
.....	.....	72	0	72	0	.....	.....	426	0	.....	.....	.....	.....	426	0
9	0	9	0	13	0	75	0	26	0	.....	.....	.....	.....	130	73
.....	.....	30	0	30	0	.....	.....	365	1	3	0	.....	.....	368	1
6	4	16	5	22	5	45	32	13	12	2	0	.....	.....	497	145
.....	.....	27	0	27	0	.....	.....	353	0	.....	.....	.....	.....	353	0
1	2	16	2	17	4	113	75	116	45	1	0	.....	.....	271	164
.....	.....	23	7	23	7	33	5	275	123	3	7	.....	.....	321	167
5	3	17	7	17	7	43	8	28	9	0	1	.....	.....	111	24
.....	.....	8	0	8	0	.....	.....	130	0	.....	.....	.....	.....	130	0
8	0	38	0	40	0	100	0	393	0	.....	.....	.....	.....	500	0
3	0	18	5	21	5	94	30	146	44	7	0	.....	.....	436	144
5	2	7	0	9	2	35	29	34	6	.....	.....	.....	.....	71	33
.....	.....	23	0	28	0	.....	.....	464	0	.....	.....	.....	.....	467	0
6	3	23	3	29	6	212	90	138	76	3	0	.....	.....	350	166
.....	.....	34	0	34	0	0	0	452	0	20	0	.....	.....	472	0
.....	.....	19	0	19	0	.....	.....	241	0	.....	.....	.....	.....	241	0
7	3	36	4	43	7	151	79	125	29	2	1	.....	.....	497	227

TABLE 38.—Statistics of schools

	Name.	College students in—			
		General culture courses.	General science courses.	Agriculture.	Mechanical engineering.
	1	2	3	4	5
1	Alabama Polytechnic Institute.....		60	97	55
2	Colorado Agricultural College.....		80	74	97
3	Colorado State School of Mines.....				
4	Connecticut Agricultural College.....	11	5	62	0
5	Georgia School of Technology.....				a 205
6	Armour Institute of Technology.....				87
7	Purdue University.....		175	120	321
8	Rose Polytechnic Institute.....				48
9	Iowa College of Agriculture and Mechanic Arts.....		193	194	91
10	Kansas State Agricultural College.....		328	205	169
11	United States Naval Academy.....				
12	Massachusetts Agricultural College.....			210	
13	Massachusetts Institute of Technology.....				129
14	Worcester Polytechnic Institute.....	0	4	0	96
15	Michigan Agricultural College.....			293	177
16	Michigan College of Mines.....	0	0	0	0
17	Mississippi Agricultural and Mechanical College.....			b 74	b c 81
18	Alcorn Agricultural and Mechanical College.....			42	
19	Montana College of Agriculture and Mechanic Arts.....		24	2	d 13
20	Montana State School of Mines.....				
21	New Hampshire College of Agriculture and Mechanic Arts.....		31	51	29
22	Stevens Institute of Technology.....				e 259
23	New Mexico College of Agriculture and Mechanic Arts.....			3	22
24	New Mexico School of Mines.....				
25	Clarkson School of Technology.....				11
26	Rensselaer Polytechnic Institute.....				2
27	United States Military Academy.....				
28	Agricultural and Mechanical College for the Colored Race.....				
29	North Carolina College of Agriculture and Mechanic Arts.....	0	0	72	155
30	North Dakota Agricultural College.....		22	0	3
31	Case School of Applied Science.....				127
32	Oklahoma Agricultural and Mechanical College.....		63	40	53
33	Oregon State Agricultural College.....			64	106
34	Rhode Island College of Agriculture and Mechanic Arts.....		11	1	6
35	South Carolina Military Academy.....		130		
36	Clemson Agricultural College.....			43	88
37	South Dakota Agricultural College.....	0	98	43	37
38	State School of Mines (South Dakota).....				
39	Agricultural and Mechanical College of Texas.....			206	115
40	Utah Agricultural College.....		16	22	3
41	Virginia Agricultural and Mechanical College and Polytechnic Institute.....		22	55	135
42	Virginia Military Institute.....				27
43	Washington Agricultural College.....			6	32

a Includes students in civil, electrical, and textile engineering.

b Not including freshmen.

c Includes 34 in textile engineering.

of technology—Continued.

College students in—								Students in—					
Civil engineer- ing.	Electrical engi- neering.	Chemical engi- neering.	Mining engi- neering.	Textile engi- neering.	Architecture.	Sanitary engi- neering.	Latin.	Pedagogy.		Business course.		Military drill.	
								Men.	Women.	Men.	Women.		
6	7	8	9	10	11	12	13	14	15	16	17	18	
29	57						101					278	1
19					9		6			54	36	300	2
0	0	0	211	0	0	0	7	0	0	2	2	45	3
		10											4
56	140	41			8								5
206	272												6
82	59	16			7								7
119	163		15										8
	97												9
													10
102	96	30	76		40	14							11
44	70	39					0	0	0	0	0	0	12
0	0	0	197	0	0	0	0	0	0	0	0	0	13
													14
6	4						15	0	5	39	24	55	15
	12	8	58										16
0	0	0	0			0	12	0	0	15	10	0	17
4		8	6				8						18
25	21												19
240	2	6											20
													21
													22
32	58	11	0	41			0	0	0	0	0	0	23
0	0	0	0		0	0	0	0	0	0	0	0	24
48	64	42	68		4								25
	5						40						26
	11	52	17				56			36	22	321	27
1	8	3								2	4	65	28
													29
8	80			45									30
	8	0	0		4	0	12	9	4	52	30	164	31
			36										32
98							7						33
57							15			74	20	464	34
50	150						15					205	35
												442	36
53	14	12					61						37
14			24										38
													39
													40
													41
													42
													43

dIncludes 12 engineering students unclassified.

eIncluding electrical engineering.

TABLE 39.—Statistics of schools

	Name.	Expenses in college department.		Annual living expenses.		Number of fellowships.	Number of scholarships.	Library.		
		Tuition fee.	Other fees.	Lowest.	Moderate.			Vol-umes.	Pam-phlets.	Value.
	1	2	3	4	5	6	7	8	9	10
1	Alabama Polytechnic Institute		\$12				8	16,417	2,000	\$31,808
2	Colorado Agricultural College	0	0	\$150	\$200	0	0	15,000	8,900	23,750
3	Colorado State School of Mines	(a)	5	350	400			5,500	2,500	13,500
4	Connecticut Agricultural College	0	0	125	160	0	0	9,208	1,000	21,000
5	Georgia School of Technology	\$100	20	150	200		3	3,000		1,500
6	Armour Institute of Technology	75					5	15,649		
7	Purdue University	(b)	27-35	150	300	0		11,611	2,800	18,000
8	Rose Polytechnic Institute	75	25	275	350			11,000	2,000	10,000
9	Iowa State College of Agriculture and Mechanic Arts.	(c)		175	225			15,000	3,500	29,000
10	Kansas State Agricultural College					0	0	24,525	1,500	41,611
11	United States Naval Academy	0	0					43,101		75,000
12	Massachusetts Agricultural College	(d)	24	132	200	1	221	23,266	0	23,266
13	Massachusetts Institute of Technology	200				7	122	57,418	16,143	123,347
14	Worcester Polytechnic Institute*	150	10	130	175	2	65	7,000	3,000	20,000
15	Michigan Agricultural College	0			135			23,076		41,980
16	Michigan College of Mines	(e)		400	450	0	4	17,263	3,060	40,515
17	Mississippi Agricultural and Mechanical College.	(f)	5	75		1	1	8,958	9,250	12,112
18	Alcorn Agricultural and Mechanical College							2,700		5,000
19	Montana College of Agriculture and Mechanic Arts.		12	175	250	0	0	6,000	5,000	25,000
20	Montana State School of Mines	(g)	10							
21	New Hampshire College of Agriculture and Mechanic Arts.	60	15	123	140			9,435	6,500	9,800
22	Stevens Institute of Technology	(h)	50	264	352	0	0	9,500		18,000
23	New Mexico College of Agriculture and Mechanic Arts.		5	160	225	0	1	9,450	3,700	12,500
24	New Mexico School of Mines	10			350			500	400	600
25	Clarkson School of Technology	80	5	209	256	0	0	1,040	1,500	2,709
26	Rensselaer Polytechnic Institute	200	15	190	370	1		6,570	4,000	*12,950
27	United States Military Academy				219			45,000	10,000	
28	Agricultural and Mechanical College for the Colored Race.	8		63	72			875		1,000
29	North Carolina College of Agriculture and Mechanic Arts.	20	8	125	150	0	196	4,000	1,200	5,832
30	North Dakota Agricultural College	0		133	142	0	0	8,500	600	16,000
31	Case School of Applied Science	100		144	162		40	5,000		
32	Oklahoma Agricultural and Mechanical College.		1	125	150	0	0	7,965	10,957	17,965
33	Oregon State Agricultural College			95	114	0	0	3,270		
34	Rhode Island College of Agriculture and Mechanic Arts.				133			10,029	4,000	13,679
35	South Carolina Military Academy				250		73	5,000		5,000
36	Clemson Agricultural College	40	5	100	140			6,807	2,060	7,000
37	South Dakota Agricultural College	6	6	114	144	0	0	7,026	10,600	5,200
38	State School of Mines (South Dakota)	12		150	250			600		800
39	Agricultural and Mechanical College of Texas	0	10	130				5,500	4,000	5,500
40	Utah Agricultural College	0	5	80	160	0	0	10,500	11,000	6,548
41	Virginia Agricultural and Mechanical College and Polytechnic Institute.	30	31		92	0	400	3,600	1,400	2,600
42	Virginia Military Institute	75	15	290			54	11,741	5,738	25,000
43	Washington Agricultural College	(j)	4		149			7,381	2,004	20,000

* Statistics of 1900-1901.

a Free to residents; \$100 to nonresidents.

b Nonresidents of Indiana, \$25 per annum.

c Free to residents; \$24 to nonresidents.

d Free to citizens of the United States; \$80 to others.

e \$25 to residents; \$150 to nonresidents.

of technology—Continued.

Value of scientific apparatus and machinery.	Value of grounds and buildings.	Productive funds.	Income.						Benefactions.	
			Tuition and other fees.	From productive funds.	State or municipal appropriations.	Federal appropriations.	From other sources.	Total.		
			11	12	13	14	15	16		17	18	19	20
\$33,000	\$148,307	\$258,500	\$920	\$20,280	\$12,873	\$28,850	\$6,473	\$69,396	1	
77,000	197,849	89,520	13,000	10,852	51,066	40,000	13,821	115,739	2	
71,934	157,208	0	6,700	69,000	16,800	32,500	16,000	73,000	3	
21,020	127,000	135,000	12,000	60,000	42,500	0	0	72,000	4	
100,000	200,000	0	60,000	40,000	0	0	0	54,500	5	
300,000	3,000,000	1,500,000	60,000	40,000	0	0	25,000	125,000	6	
312,000	354,000	340,000	31,837	17,000	101,000	40,000	9,632	199,469	7	
111,564	145,000	630,000	12,000	35,000	0	0	0	47,000	8	
110,000	560,000	683,709	38,254	25,000	40,000	2,852	106,106	106,106	9	
52,325	350,667	491,181	25,370	124,880	40,000	0	0	190,250	10	
160,000	4,890,000	0	0	0	309,276	0	0	309,276	11	
18,550	257,625	360,375	730	11,003	21,500	31,667	1,775	66,675	12	
394,952	1,445,218	3,441,186	232,428	65,000	25,000	8,333	37,073	367,834	13	
135,000	500,000	700,000	30,500	35,000	6,000	0	0	71,500	14	
149,643	407,833	915,454	4,615	65,000	39,200	40,000	44,072	192,887	15	
160,887	191,193	0	20,244	43,825	48,272	26,624	24,387	63,569	16	
58,952	228,980	239,788	1,955	14,273	0	0	0	115,511	17	
17,000	153,000	209,871	12,592	31,000	13,376	800	57,768	57,768	18	
40,000	125,000	31,900	2,200	10,000	40,000	0	52,200	52,200	19	
30,000	150,000	615	1,631	4,800	25,000	40,000	28,302	27,615	20	
31,400	104,516	80,000	1,631	4,800	25,500	40,000	28,302	100,233	21	
75,000	400,000	660,000	36,630	25,673	0	2,723	65,026	160,000	22	
43,000	52,500	0	1,183	0	5,510	40,000	1,454	48,147	23	
6,000	60,000	440	8,000	0	0	0	8,440	8,440	24	
35,151	120,189	300,000	3,988	17,150	0	0	21,138	21,138	25	
* 65,000	* 162,000	* 243,342	* 41,295	* 8,169	0	0	* 108	* 49,632	26	
16,000	6,000,000	0	1,096	10,000	773,642	8,270	773,642	773,642	27	
56,696	113,785	125,000	8,959	7,500	43,011	31,750	4,495	95,715	10,200	28
25,000	186,000	22,319	0	3,578	25,000	40,000	55,860	124,438	0	29
60,729	108,500	975	14,731	5,137	37,500	51,594	109,937	109,937	30	
19,000	120,000	131,556	711	10,363	30,954	40,000	1,782	83,810	31	
101,061	218,000	50,000	2,500	15,000	40,000	40,000	57,500	57,500	32	
205,000	85,000	12,825	26,250	85,671	27,500	6,291	131,545	131,545	33	
17,000	349,280	175,900	2,817	9,266	74,700	39,500	12,790	133,134	0	34
12,000	210,000	6,144	729	848	15,750	0	17,327	17,327	1,075	35
69,045	500,000	209,000	14,280	23,000	33,750	0	73,030	73,030	38	
36,354	228,293	101,670	2,383	4,998	87,100	40,000	6,654	141,135	39	
111,956	248,740	344,312	13,708	20,659	25,000	31,667	1,033	92,067	0	40
25,000	250,000	20,000	14,407	1,200	25,000	0	14,449	55,056	10,000	41
70,000	270,000	0	6,122	0	51,000	40,000	6,523	103,645	43	

f Free to residents; \$20 to nonresidents.

g Free to residents; \$50 to nonresidents.

h \$150 to resident and \$225 to nonresident students.

i Including tuition.

j Free to residents; \$20 to nonresidents.

CHAPTER XXXVI.

PROFESSIONAL SCHOOLS.

CONTENTS.—Notes on the statistics—State aid to medical colleges—Gifts and bequests—Requirements for practice of medicine, law, dentistry—Rockefeller Institute for Medical Research—Statistics.

The number of theological schools in 1902 was 148, with an attendance of 7,343 students. This is a decrease of 224 students from the number of the previous year, while law students increased 270 in number, rising from 13,642 to 13,912. In 1894 the number of students in law was smaller than the number in theology, while in 1902 there were nearly twice as many in law. For five successive years there has been a decrease in the number of theological students. During the same time the numbers in law, medicine, and dentistry have been constantly increasing. The value of grounds and buildings of theological schools is nearly \$16,000,000, and endowment funds over \$23,000,000.

The number of medical schools was 154, with 26,821 students, a difference of only 64 over the number of the previous year. The number of homeopathic students decreased by 261, while the number in regular schools increased 248, and in eclectic and physiomedical 77. Although there was an increase in the number of medical students during the year, there was a decrease of 407 in the number of graduates. The smaller number of graduates is due to the lengthened course of study, the effect of which is probably not yet fully felt. In law and theology about one-fourth of the students graduated, but in medicine less than one-fifth.

In dentistry the number of students continues to increase, there being 8,420, or 112 more than in 1901. In pharmacy the number is stationary, 4,427, or 2 less than in 1901. In veterinary medicine there were 576 students.

TABLE 1.—General summary of statistics of professional schools for 1902.

Class.	Schools.	Instruct- ors.	Students.	Increase (+) or decrease (-).	Grad- uated in 1902.	Per cent grad- uated.	Students having A. B. or B. S.
Theological	148	1,034	a 7,343	-224	1,656	22.5	2,069
Law	102	1,155	b 13,912	+270	3,524	25.3	2,644
Medical	154	5,029	26,821	+64	5,069	18.9	2,476
Dental	56	1,197	8,420	+112	2,288	27.2	265
Pharmaceutical	59	590	4,427	-2	1,379	31.1	43
Veterinary	11	174	576	+115	141	24.5	22

Class.	Value of grounds and buildings.	Endowment funds. c	Benefactions received during the year.	Income.	Volumes in libraries.
Theological	\$15,705,770	\$23,058,877	\$1,269,433	\$1,414,724	1,527,156
Law	1,670,000	486,001	52,859	522,763	386,905
Medical	12,986,642	2,132,568	160,584	888,453	156,929
Dental	738,000	5,000	.....	293,515	4,053
Pharmaceutical	899,242	24,368	989	118,309	34,470
Veterinary	225,500	.....	.....	18,747	4,247

a 108 of these were women.

b 165 of these were women.

c So far as reported.

STATE AID TO MEDICAL COLLEGES.

Among the inquiries made of medical schools was one as to the income received from State or municipal appropriations. The information received is here given:

University of California, Medical Department, San Francisco.—\$9,370 received.

State University of Iowa, Iowa City.—Supported by the State.

University of Kansas, School of Medicine, Lawrence.—All salaries and expenses paid by State appropriations.

University of Michigan, Ann Arbor.—The medical department is a part of the university, and separate accounts are not kept.

University of Minnesota, Minneapolis.—Our fees are paid into the general university fund and all our expenses paid by the State.

University of Missouri, Columbia.—It is impossible to separate funds that support the medical department from general university funds. Salaries are paid from university funds. In many of the subjects medical students work in the same classes and laboratories with academic students.

Jefferson Medical College, Philadelphia.—City and State appropriations to the college hospital, \$25,375.

University of Texas, School of Medicine, Galveston.—\$40,000.

University of Virginia, Charlottesville.—Not separated from the other schools of the university.

Medical College of Virginia, Richmond.—\$5,850.

TABLE 2.—Comparative statistics of professional and allied schools.

Class.	1870.	1875.	1880.	1885.	1890.	1895.	1900.	1902.
Theology:								
Schools	80	123	142	152	145	149	154	148
Students	3,254	5,234	5,242	5,775	7,013	8,050	8,009	7,343
Graduates		782	719	790	1,372	1,598	1,773	1,656
Law:								
Schools	28	43	48	49	54	72	96	102
Students	1,653	2,677	3,134	2,744	4,518	8,950	12,516	13,912
Graduates		823	1,089	744	1,424	2,717	3,241	3,524
Medicine (all classes):								
Schools		80	90	113	129	151	151	154
Students	6,194	8,580	11,929	11,059	15,484	21,354	25,213	26,821
Graduates		2,391	3,241	3,622	4,556	4,827	5,219	5,069
Medicine (regular):								
Schools		65	72	88	93	113	121	123
Students	5,670	7,518	9,876	9,441	13,521	18,660	22,752	24,447
Graduates		2,082	2,673	3,113	3,853	4,196	4,720	4,576
Medicine (homeopathic):								
Schools		11	12	12	14	20	22	20
Students	275	664	1,220	1,088	1,164	1,875	1,909	1,551
Graduates		168	380	342	380	463	413	342
Dentistry:								
Schools		12	16	18	27	45	54	56
Students	257	469	730	1,116	2,696	5,347	7,928	8,420
Graduates		151	266	458	943	1,297	2,029	2,288
Pharmacy:								
Schools		14	14	21	30	39	53	59
Students	512	922	1,347	1,746	2,871	3,859	4,042	4,427
Graduates		208	186	396	759	1,067	1,130	1,379
Veterinary:								
Schools					7	9	13	11
Students					463	474	362	576
Graduates							100	141

GIFTS AND BEQUESTS.

THEOLOGICAL SCHOOLS.

Pacific Theological Seminary, Berkeley, Cal.—Received from Edwin T. Earl, of Los Angeles, \$50,000 to endow special lectureship for distinguished Christian scholars, on themes of their own selection.

McCormick Theological Seminary, Chicago, Ill.—Received from Mrs. N. F. McCormick, of Chicago, for Hebrew fellowship, \$30,000; for general expenses, \$25,000; from Mr. Stanley McCormick, of Chicago, library, \$15,000; from Mrs. T. B. Blackstone, of Chicago, N. T. fellowship, \$30,000.

Shurtleff College, Upper Alton, Ill.—From Mrs. Sarah Tucker, Paris, Ill., bequest of \$6,607.

Presbyterian Theological Seminary of Louisville, Ky.—Received \$320,000 from the late W. T. Grant, esq., of Louisville, and \$5,000 from Miss Belknap, of Louisville.

Bangor Theological Seminary, Bangor, Me.—From Charlotte S. Buck, of Brooklyn, N. Y., deceased, \$5,000; from J. S. Ricker, Deering, Me., deceased, \$25,000.

Cobb Divinity School, Lewiston, Me.—From Miss Sarah A. Edgecomb, \$20,000.

St. Mary's Seminary, Baltimore, Md.—Grindall (Burse) scholarship, \$5,000; R. Reyburn (legacy) \$5,000.

New Church Theological School, Cambridge, Mass.—E. Burgess Warren, of Philadelphia, gave for new chapel \$10,000, and for elocution professorship \$40,000; Mrs. Frances R. Gibson, of Boston, by will, property valued at \$20,000.

Drew Theological Seminary, Madison, N. J.—From J. W. Pearsall, of Ridgefield, N. J., \$10,000 for a lectureship on "Applied Christianity;" much of the remainder (of \$55,800) came from the final settlement of two estates.

Auburn Theological Seminary, Auburn, N. Y.—From estate of William E. Dodge, of New York City, \$15,000.

Allegheny Theological Seminary, Allegheny, Pa.—Mrs. Thomas Jamison gave \$10,000 to establish four scholarships in memory of her late husband, Mr. Thomas Jamison.

Western Theological Seminary, Allegheny, Pa.—Mr. S. P. Harbison, of Allegheny, was the donor of \$50,000.

Erskine Theological Seminary, Duewest, S. C.—From Joseph Wylie, of Chester, S. C., \$10,000.

Vanderbilt University, biblical department, Nashville, Tenn.—Mrs. E. W. Cole added \$5,000 to the endowment fund of the Cole lectureship.

Union Theological Seminary, Richmond, Va.—George W. Watts, of Durham, N. C., gave \$6,700.

LAW SCHOOLS.

Albany Law School, Albany, N. Y.—A gift of \$10,000 was made May 29, 1902, by Gen. Thomas H. Hubbard, of New York City, class of 1861, for the purpose of founding a chair of legal ethics.

University of Cincinnati, Cincinnati, Ohio.—The sum of \$25,000 was presented by the mother and brother of the late dean, Mr. Gustavus Henry Wald, for the purpose of establishing a chair in contracts, to be known as the "Gustavus Henry Wald Professorship of the Law of Contracts."

MEDICAL SCHOOLS.

University of California Medical School, San Francisco, Cal.—Received \$19,133. Mrs. Phoebe A. Hearst, of San Francisco, gave \$11,133 for equipment in anatomy and pathology; Dr. M. Hergstein, of San Francisco, for equipment of laboratory of physiology.

Rush Medical College, Chicago, Ill.—From Dr. N. Senn, \$50,000; Dr. Frank Billings, \$10,000; Dr. E. F. Ingals, \$5,000; Dr. D. R. Brower, \$5,000; Dr. H. B. Favill, \$5,000; Dr. A. D. Bevan, \$5,000; Dr. F. S. Coolidge, \$5,000. All for the Nicholas Senn Hall (chemical building).

Nearly a million for Tulane.—By the will of the late A. C. Hutchinson the bulk of his estate is devised to Tulane University medical department. The estate is appraised at \$991,169.

Woman's Medical College at St. Petersburg, Russia.^a

Six years have elapsed since this college was established by the St. Petersburg authorities, and the first class to graduate has just received its diplomas. There were 111 members of the graduating class, and the total number of students is now 1,314.

SYNOPSIS OF THE REQUIREMENTS FOR THE PRACTICE OF MEDICINE IN THE UNITED STATES.

Classification.—The States may be classed in four groups, according to the requirements for securing a license to practice.

I. In the first group may be named the States which require an examination, diploma of a recognized medical college, and certain preliminary educational attainments, viz, Delaware, Louisiana, Maryland, Michigan, New Hampshire, New Jersey, New York, Ohio, Pennsylvania, Wisconsin.

II. In the second group are those requiring an examination and a recognized diploma, viz: Arizona, California, Connecticut, District of Columbia, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Maine, Minnesota, Montana, Nebraska, North Carolina, Oklahoma, Porto Rico,^b South Dakota, Utah, Vermont, Virginia, Washington.

III. In the third group are those requiring an examination only, viz, Alabama, Arkansas, Kansas,^c Massachusetts, Mississippi, Missouri, North Dakota, Oregon, Rhode Island,^d Tennessee, Texas, West Virginia.

IV. In the fourth group are those requiring a diploma of a recognized school or an examination, viz, Colorado, Kentucky, Nevada, New Mexico, South Carolina,^e Wyoming.

Mention has not been made of the usual requirements that the applicant shall be 21 years of age, of good moral character, and pay a fee varying from \$5 to \$25. It should be remembered, too, that these regulations are frequently changed by legislative amendments or board provisions.

The Philippines.—The requirements are an approved diploma and an annual tax of \$50 to \$150, according to income.

MEDICAL REQUIREMENTS OF FOREIGN COUNTRIES.

Cuba.—Examination and approved medical diploma.

Mexico.—Elaborate identification of medical diploma and genuineness of ownership and a medical examination conducted in Spanish.

Italy.—All medical practitioners must possess full qualifications to practice anywhere in the peninsula, with two exceptions:

The law is not effective against a foreigner who may be summoned in consultation in any special case, or who is in attendance upon a family or individual traveling or temporarily resident in the country. The second exemption is in favor of those who confine their practice strictly to foreign visitors, with, however, the fatal proviso that these practitioners are citizens of countries which accord the same privileges to Italian physicians.^f

^a J. A. M. A., January 10, 1903.

^b Applicants who hold diplomas from reputable medical colleges and who have been licensed by State boards in the United States after examination, may, in the discretion of the board, be licensed without examination in Porto Rico.

^c And four periods of six months each in the study of medicine. No certificates will be granted on diplomas, as the law leaves it discretionary with the board.

^d A certificate may be issued to any reputable physician after he passes a satisfactory examination.

^e Only diplomas of medical colleges in South Carolina having courses of four years are received.

^f New York Medical Record, March 31, 1900.

Brazil.—The holder of a diploma from an approved foreign school of medicine is licensed without examination.

[From New York Medical Record of December 21, 1901.]

British Columbia.—Examination, diploma of a recognized medical school, and payment of a fee of \$100.

Manitoba.—All Canadian graduates must pass an examination in the final subjects and pay a fee of \$75. British licentiates pay the fee, but take no examination. For American graduates the cases are determined on their merits. If their course of study has not been sufficient they are not admitted to examination; if sufficient they may have to take both the primary and the final examinations, or they may have to take the final alone.

New Brunswick.—Examination, diploma of a recognized medical college, and certain preliminary educational attainments.

Nova Scotia.—Diploma of a recognized medical college and certain preliminary educational qualifications; otherwise an examination.

Ontario.—The candidate (1) must have certain preliminary attainments; (2) have spent five years in professional study, including four sessions of eight months each in an approved college and a fifth year in clinical work; (3) must have passed all the examinations prescribed.

Prince Edward Island.—An examination, four years' study in an approved medical college, and certain preliminary educational attainments.

Quebec.—Anyone may be registered who (1) possesses the required preliminary education; (2) shall have followed during four years' regular medical lectures in one of the universities of Quebec; (3) have passed a satisfactory examination in presence of the assessors of the college or before the board of examiners. Also anyone who, having followed a regular and complete course of medical study in any university of England or France, shall have obtained the diploma of doctor of medicine from said university; also anyone registered in the General Medical Council of Great Britain; also any physician from any other province or foreign country who passes the preliminary examination, studies medicine one year in a university of Quebec, and then passes an examination before the board.

France.^a—To practice medicine in France the possession of a diploma from a French faculty is requisite, and it must have been obtained in the same way as by the French students—that is, the preliminary studies and the full professional curriculum must have been passed. It is possible, we believe, for foreigners to obtain a French diploma not entitling them to practice, by showing qualifications and paying a heavy fee, but this is purely honorary and conveys no professional rights.

The following regulations are given on the authority of Dr. Julius Schalbe, the editor of the *Deutsche medicinische Wochenschrift*: (1) No special laws in China or Japan; (2) passing a State examination, Austria and Turkey; (3) passing a State examination, with some concessions as to preliminary examinations—Argentina, Denmark, the Netherlands, Spain, and Sweden; (4) regular courses in the communities' own schools—Belgium, Greece, Italy, and Portugal; (5) the same, with evidence of preliminary education—Germany, Russia, and Switzerland.

REQUIREMENTS FOR ADMISSION TO THE BAR.^b

A law-school diploma still admits to the practice of law in Alabama, Georgia, Kansas, Louisiana, Michigan, Mississippi, Missouri, Pennsylvania (not in Philadelphia County, except to graduates of the University of Pennsylvania), South Carolina, Tennessee, Texas, Wisconsin.

No particular period of law study is prescribed in Alabama, Arkansas, California, Georgia, Idaho, Indiana, Kentucky, Massachusetts, Mississippi, Missouri, Nevada, Oklahoma, South Carolina, South Dakota, Tennessee, Texas, Utah, Virginia.

A period of two years' study is required in Colorado, Kansas, Louisiana, Maryland, Montana, Nebraska, New Mexico, North Carolina, North Dakota, Washington, West Virginia, and Wisconsin.

A period of three years' study is required in Connecticut, Delaware, District of Columbia, Illinois, Iowa, Maine, Michigan, Minnesota, New Hampshire, New Jersey, New York, Ohio, Oregon, Pennsylvania, Rhode Island, Vermont, Wyoming.

^a Jour. A. M. A., January 13, 1900.

^b From report of the committee on legal education of the American Bar Association, 1901.

An examination before a State board of law examiners is now provided for in Colorado, Connecticut, Georgia, Illinois, Iowa, Maine, Maryland, Michigan, Minnesota, Nebraska, New Jersey, New York, Ohio, Rhode Island, Vermont, West Virginia, Wisconsin, and Wyoming.

In West Virginia the members of the law faculty of the State University constitute the board of examiners.

SYNOPSIS OF THE REQUIREMENTS FOR THE PRACTICE OF DENTISTRY.

The requirements of the different States and Territories for securing a license to practice dentistry may be classified in nine groups as follows:

I. Examination and recognized diploma and certain preliminary educational attainments: California, New Jersey, New York,^a Pennsylvania.

II. Examination and recognized diploma: Delaware, Iowa, Minnesota,^b Porto Rico.

III. Examination and reputable diploma: Colorado, Connecticut,^c Florida, Georgia, Hawaii, Maryland,^d Montana,^e Oklahoma, Oregon, South Dakota,^e Washington.

IV. Examination and diploma of a legally chartered dental school: Idaho,^c Ohio, the Philippines.

V. Examination: Alabama, Maine, Massachusetts, Mississippi, New Hampshire, Rhode Island, South Carolina, Vermont, Virginia.

VI. Recognized diploma or examination: District of Columbia, Indiana,^f Michigan, Missouri,^g Nebraska, Nevada.

VII. Diploma of a reputable dental school or an examination: Arizona, Arkansas, Illinois, Kansas, Louisiana, New Mexico, North Dakota,^g Tennessee, Texas, Utah, Wisconsin.

VIII. Diploma of a legally chartered dental school or an examination: Kentucky, North Carolina.

IX. Diploma of a reputable dental college: Wyoming.

DENTAL REQUIREMENTS OF CERTAIN FOREIGN COUNTRIES.

British Columbia.—Examination.

Manitoba.—Certain preliminary educational attainments and an examination.

New Brunswick.—(1) Certain preliminary educational attainments; (2) three years' study of dentistry; (3) graduation from a reputable dental college; (4) an examination.

Northwest Territories.—Diploma of a Canadian dental college, or license in some other Canadian province having equal requirements, or diploma of a foreign dental school requiring apprenticeship of two and one-half years, or recommendation by the board of examiners after examination.

Nova Scotia.—(1) Certain preliminary educational attainments; (2) three years' study of dentistry; (3) diploma of a dental school or examination before the board.

Ontario.—Certain preliminary educational attainments and a professional examination.

Quebec.—Certain preliminary educational attainments, four years' study of dentistry, and a professional examination.

Newfoundland.—Recognized diploma or a five-years' apprenticeship.

British colonies.—In British South Africa no license to act as a dentist is granted to any applicant on the degree, diploma, or certificate of a foreign university or medical

^a A license may be granted on a recognized diploma after six years of practice of dentistry.

^b Or ten years' practice of dentistry instead of a diploma.

^c Or three years' study or practice instead of a diploma.

^d The board may, in its discretion, grant a license on a diploma of a reputable dental school.

^e Or five years' study or practice instead of a diploma.

^f In addition to the examination some dental diploma is required.

^g In addition to the examination three years' study is required.

school, unless it entitled the holder to practice in the country in which it was granted and unless by the laws of that country British subjects legally qualified to practice as dentists in Great Britain and Ireland "are afforded privileges equivalent to those granted by license under this proclamation."

No one can practice in Cape Colony as a dentist without a license signed by the colonial secretary on the recommendation of the colonial medical council. All dental qualifications recognized by the general medical council of the United Kingdom entitle the holders to registration. All dental diplomas registrable in Cape Colony must cover a minimum curriculum of three years, and all applicants must produce with their diplomas a sworn declaration of identity, of the authenticity of the said diplomas, and of the fact that they are entitled to practice as qualified dentists in the countries where the diplomas were granted, and that they have never been debarred from practice in any country by reason of a misdemeanor or professional misconduct. The license fee is £2 10s.

In connection with dental practice in Natal, application for registration to practice as a dentist is made in writing to the colonial secretary, who remits it to the Natal medical council. All dental qualifications, certificates, diplomas, degrees, or title recognized by the general medical council entitle the holders to claim registration as dentists, but there must be the same sworn information as in the case of Cape Colony.

Every person duly admitted and lawfully entitled to practice in Cape Colony, or who is a licentiate in dental surgery or dentistry in the United Kingdom or any British colony or possession, is admitted to practice as a dentist in southern Rhodesia.—(Dental Record.)

The apprentice in pharmacy.^a—At an earlier day the apprenticeship system filled a real need and filled it very successfully. But the conditions of to-day are very different. The store does not provide the instruction it once did; nor, even if this were not so, could it provide the instruction demanded to-day and given in our colleges and schools of pharmacy. The changes in retail practice have been such that there is no longer the opportunity to learn manufacturing processes and the like in the store, laboratory, or "back room." They must now be learned in the college, and with these must be learned a great many other things which the store could never teach, but which are now demanded by the development of science and by the constantly increasing requirements which the State exacts in all professions. These changes are becoming more and more pronounced, and there is less and less opportunity for the apprentice as time goes on. He is, in the very nature of things, sinking further and further into the past.

Commercial instruction in colleges of pharmacy.—The National Wholesale Druggists' Association unanimously passed the following resolution at its meeting in Buffalo, N. Y., October 12, 1901:

Resolved, That this association lend its hearty cooperation and encouragement to those schools of pharmacy which have adopted as a part of their curriculum a comprehensive course in commercial work, which in our opinion will, when properly mingled with scientific and technical training, in time produce a class of graduates better qualified and better fitted to endure the vicissitudes of commercial life than would be possible under the old ultra-conservative and purely technical courses of training.

As to this kind of instruction in the Philadelphia College of Pharmacy, Prof. Joseph P. Remington writes as follows:

A course of commercial training extending from October 9, 1901, to March 12, 1902, was established at the Philadelphia College of Pharmacy. The course embraces instruction not only adapted to the present requirements of the drug business, but lectures are given weekly in commercial law, business forms, the drawing of leases, deeds, etc., also promissory notes, bills of lading, receipts, checks, and all important business documents, minor business forms, including uniform and proper methods of writing orders to wholesale druggists for goods, extending even to the proper folding of business letters and addressing envelopes. The card index system of recording the location of stock, keeping of petty accounts, illustrated by many forms and styles of card indexes, was fully explained.

^a Bulletin of Pharmacy, August, 1902.

I have merely given a rough sketch of the scope of this instruction. The board of trustees and the students taking this instruction passed a unanimous vote of thanks to the instructors, and the former have arranged for continuing the course in the future, and have assigned time for it in the regular roster. The instruction continues to be free to the students of the college, and they are required to pass an examination on the subject before their degrees are granted, and this examination is compulsory now and hereafter. The results, I need hardly tell you, are most gratifying.

THE ROCKEFELLER INSTITUTE FOR MEDICAL RESEARCH.^a

[A statement to Science, by the secretary of the institute, Dr. L. Emmett Holt.]

The Rockefeller Institute for Medical Research was founded in 1901, by Mr. John D. Rockefeller, who gave for this purpose the sum of \$200,000. The aims of the institute are the promotion of medical research, with especial reference to the prevention and treatment of disease.

It was thought wise by the directors of the institute not, at first, to concentrate the work in any one locality, but to enlist the interest and cooperation of such investigators throughout the country as might be engaged in promising researches or who might enter upon new fields if suitable pecuniary assistance could be afforded them. It was the conviction of the directors that in this way it would be possible not only to stimulate and foster valuable contributions to science, but also to secure important practical suggestions as to the lines along which the institute might most wisely develop.

Among the large number of applications for assistance in carrying on original studies which relate to the cause, prevention, and cure of disease, and to the problems upon which new knowledge on these subjects must be based, over twenty have been selected. The directors have secured counsel in these selections from the heads of departments or others in the universities of Harvard, Yale, Johns Hopkins, Pennsylvania, Columbia, New York, Chicago, Michigan, McGill, Wesleyan, California, and Western Reserve; and in many of these institutions work has been prosecuted. Two of the Rockefeller fellows have been working in Europe. Some of the workers under these Rockefeller Institute grants, which vary in amount from two hundred to fifteen hundred dollars, have completed and published their investigations; some are still engaged upon them.

It is the purpose of the directors, from time to time, to bring together in the form of volumes of collected reprints, the results of these researches which may be published in various technical journals. An arrangement has been effected by which the institute will assume the publication of the *Journal of Experimental Medicine*, which will remain under the editorial supervision of Dr. William H. Welch, professor of pathology in the Johns Hopkins University, and president of the board of directors of the institute.

At the end of the first year of practical work of careful study of the situation, it became clear to the directors that existing institutions in this country, while in many instances carrying on most valuable researches in medicine, do not afford adequate facilities for many phases of investigation which are of the utmost importance and urgency. This is in part due to the lack of sufficient endowment, in part to the large demands made upon the time and energy of the workers by their duties as teachers. It was further evident that such assistance as the institute had thus far been enabled to extend to selected investigators in various parts of the country had fostered work of great actual value, as well as of high promise, and should be perpetuated along similar lines.

The directors, however, were united in the conviction that the highest aims of the institute could not be secured in this way alone. Useful as such individual studies

^a Science, March 6, 1903, p. 395.

are and important as it is to enlist and to maintain the interest of research workers in established institutions of learning, it is not possible in this way to secure the unity of aim and the coordination and mutual stimulus and support which are essential to the highest achievements in research. These are to be secured, it was believed, only by the centralization of certain lines at least of the work of the institute under a competent head or series of heads of departments, in a fixed place, with adequate equipment and permanent endowment.

There is no lack of men of sufficient training and experience ready to devote their lives to the solution of medical problems which bear directly or indirectly upon the welfare of mankind. The widely open fields of research are many. Some of these relate to the application of existing knowledge to the prevention and cure of disease; others to the development of new knowledge along various lines of science which more than ever before give promise of great significance in the problems of physical life.

In a broad sense, the directions and methods for the study of disease may be classified as morphological, physiological, and chemical; and the institute, it was thought, should include departments providing for these divisions of the subject. For the morphological study of disease there should be a complete equipment for pathological-anatomical research. For the physiological study of disease provision should be made for experimental pathology; for pharmacology and therapeutics, for the study of bacteria and other micro-organisms with especial reference to their relation to the infectious diseases, and for other investigations in personal and public hygiene, including preventive medicine. Here belong especially the problems of infection and immunity, and here also, in large part, such studies as require access to patients in hospitals. There should be a laboratory, well equipped, for investigations in physiological and pathological chemistry.

It was the conviction of the directors that such an institute might wisely add to its aims in the direct increase of the knowledge of disease and its prevention and cure, a phase of activity which should look toward the education of the people in the ways of healthful living, by popular lectures, by hygienic museums, by the diffusion of suitable literature, etc. For, in fact, the existing agencies for medical research for the most part stop short of those direct and widely diffused applications of newly-won knowledge upon which the immediate practical fruitage of their work so largely depends.

In order that the causes and treatment of human disease may be studied to the best advantage, it was the opinion of the directors that there should be attached to the institute a hospital for the investigation of special groups of cases of disease. This hospital should be modern and fully equipped, but it need not be large. It should attempt to provide only for selected cases of disease, and the patients would thus secure the advantages of special and skilled attendance and such curative agencies as the institute might develop or foster.

It was thought that an institute for medical research of the largest promise would require a central institution, fully equipped and endowed, and with capacity for growth, in which the more comprehensive studies demanding the coordinated forces of various phases of science could be carried on from year to year; while at the same time, by means of such grants of assistance as had been offered during the initial year, it should continue to make available the resources of special workers all over the country as well as in Europe.

In view of the above considerations relating to its future, in June, 1902, Mr. Rockefeller gave to the institute the sum of \$1,000,000 for the purchase of suitable land, the erection of buildings, and the organization of a working force along the broader lines which had been projected. It is the purpose of the directors to proceed at once to the erection of a laboratory building which will provide for the present requirements and will be capable of enlargement as the character and extent

of the work of the institute may develop. Negotiations for a suitable plot are now under way.

A small hospital will also be built in the immediate future, which will be maintained in close association with the experimental work of the institute.

Provision will be made in the laboratory building for research in physiological chemistry, pharmacology and therapeutics, in normal and pathological physiology, and in various phases of morphology, and for the study of bacteria and other micro-organisms. It is hoped that the laboratory buildings may be completed and ready for the commencement of work in the autumn of 1904.

Dr. Simon Flexner, professor of pathology in the University of Pennsylvania, will direct the scientific work when the building is completed. His colleagues deem it of the highest importance that the institute has been able to secure so eminent an investigator as Dr. Flexner to shape the work of its early years. Dr. Flexner will spend several months abroad while the new buildings are in course of erection.

It is proposed to organize the various sections and departments into which the work of the institute will naturally fall, so that each of them, though in a measure autonomous, will still be so closely associated as to favor the conjoint investigation of comprehensive problems. Associated with the head of each of these departments it is proposed to have a staff of trained assistants.

Provision will also be made for research work by a group of trained men, to be designated fellows, scholars, etc., of the institute, under pecuniary grants of varying amounts.

Finally, opportunity will be afforded to suitable investigators, not members of the regular staff of the institute, to pursue special lines of research.

The directors of the institute are:

Dr. William H. Welch, Baltimore; Dr. T. Mitchell Prudden, New York; Dr. Theobald Smith, Boston; Dr. Simon Flexner, Philadelphia; Dr. Hermann M. Biggs, New York; Dr. C. A. Herter, New York; Dr. L. Emmett Holt, New York.

The officers are:

President.—Dr. William H. Welch.

Vice-President.—Dr. T. Mitchell Prudden.

Secretary.—Dr. L. Emmett Holt.

Treasurer.—Dr. C. A. Herter.

TABLE 3.—*Summary of statistics of schools of theology for 1902.*

States.	Schools.	Professors.	Special or assistant instructors.	Whole number of students.	Women included.	Graduated in 1902.	Students having A. B. or B. S.	Value of grounds and buildings.	Employment funds.	Total income.	Benefactions received.	Volumes in libraries.
United States	148	789	245	7,343	108	1,656	2,069	\$15,765,770	\$23,058,877	\$1,414,724	\$1,269,433	1,527,156
North Atlantic Division:												
Maine.....	2	11	3	41	3	10	9	125,000	392,000	.....	50,775	27,712
Massachusetts.....	5	24	6	494	6	112	10	1,585,000	2,130,000	104,750	113,300	135,624
Connecticut.....	3	24	15	191	12	50	81	250,877	1,279,638	104,378	12,114	109,244
New York.....	16	111	30	958	16	232	405	4,811,231	5,616,102	359,094	140,591	226,569
New Jersey.....	5	32	10	407	6	120	229	1,404,150	2,522,082	125,079	95,098	197,322
Pennsylvania.....	18	101	33	824	3	136	325	1,303,612	3,236,802	147,777	135,873	178,735
South Atlantic Division:												
Maryland.....	6	47	10	461	0	90	95	760,000	4,773	51,274	10,500	100,900
District of Columbia.....	3	12	5	170	0	21	2	430,000	417,500	25,585	28,750	24,500
Virginia.....	3	13	9	174	0	43	31	187,000	735,387	35,151	20,313	43,000
North Carolina.....	2	9	2	7	.....	.....	.....	.....	.....	.....	.....	4,680
South Carolina.....	3	9	4	48	0	13	23	30,000	274,652	15,900	10,700	21,000
Georgia.....	2	6	2	86	2	13	5	100,000	410,000	16,412	.....	12,000
South Central Division:												
Kentucky.....	2	14	4	294	0	52	40	365,000	1,050,000	50,000	322,000	37,260
Tennessee.....	7	28	15	179	5	52	47	480,000	123,752	12,318	23,100	26,500
Alabama.....	3	8	2	47	1	5	0	14,500	13,000	3,709	7,328	6,500
Louisiana.....	1	1	1	4	0	1	1	.....	.....	.....	.....	.....
Texas.....	1	1	2	10	1	1	1	.....	.....	.....	.....	.....
North Central Division:												
Ohio.....	13	60	20	421	5	92	163	537,000	835,150	95,189	30,170	130,720
Indiana.....	3	13	9	133	9	14	6	.....	.....	.....	5,000	1,600
Illinois.....	15	96	17	1,111	31	217	398	1,894,465	2,346,514	112,757	146,107	115,967
Michigan.....	4	9	3	163	.....	15	22	40,000	4,165	4,165	5,600	6,400
Wisconsin.....	4	21	4	204	0	60	39	300,000	40,000	8,700	15,612	35,500
Minnesota.....	7	38	8	336	1	77	15	710,000	710,000	78,425	2,000	23,200
Iowa.....	4	13	3	120	1	24	32	50,000	63,630	14,080	2,262	10,700
Missouri.....	5	25	4	413	.....	98	.....	410,000	26,465	6,180	11,440	15,300
Nebraska.....	1	5	1	17	0	.....	13	45,000	2,500	.....	.....	3,000
Kansas.....	2	5	3	32	.....	6	3	.....	6,500	.....	.....	2,500
Western Division:												
Oregon.....	1	3	2	22	12	6	4	12,000	6,000	3,000	.....	1,200
California.....	4	17	4	49	1	12	13	232,935	794,000	37,850	63,800	26,048

Nebraska	2	19	4	176	2	64	25				4,000
Kansas	1	3	8	172	1	9					1,500
Western Division:											
Colorado	2	12	11	117	6	23	34		3,250		6,000
Washington	1	5	9	65	3	11					1,200
Oregon	2	8	8	37	0	16	6				
California	2	5	5	296	5	53	75	50,000	135,000	9,170	7,500

aSo far as reported

TABLE 5.—Summary of statistics of schools of medicine for 1902.

States.	Schools.	Profess- sors.	Special or assist- ant in- structors.	Students.			Value of grounds and buildings.	Endowment funds.	Total in- come.	Benefac- tions received.	Volumes in libraries.
				Men.	Women.	Gradu- ated in 1902.						Having A. B. or B. S.
United States	151	2,884	2,145	25,644	1,177	5,069	2,476	\$2,132,568	\$888,453	\$160,584	156,929
North Atlantic Division	26	503	633	6,138	376	1,172	773	1,322,902	275,860	24,130	65,585
South Atlantic Division	23	314	290	3,535	73	723	431	431,866	25,901	2,321	10,402
South Central Division	25	301	243	4,863	42	800	267	1,240,000	162,758	.....	12,900
North Central Division	67	1,329	883	10,119	574	2,178	899	3,262,600	346,863	113,800	54,812
Western Division	12	237	126	988	112	196	106	56,900	77,071	20,353	13,200
A.—BY CLASSES.											
Regular medical	123	2,280	1,795	23,538	889	4,576	2,306	10,956,096	792,033	145,554	114,596
Homeopathic	20	369	280	1,330	221	342	103	1,847,516	72,168	13,030	37,053
Ecclectic, physio-medical, etc.	11	226	70	756	67	151	67	1,833,000	24,252	2,000	5,280
B.—BY STATES AND CLASSES.											
<i>Regular.</i>											
North Atlantic Division:											
Maine	2	27	8	101	0	4	21	.....	11,461	.....	4,200
New Hampshire	1	17	5	72	0	16	.....	.....	.....	.....	.....
Vermont	1	20	7	210	.....	32	.....	.....	.....	.....	.....
Massachusetts	3	80	128	801	75	173	251	214,000	.....	20,000	2,954
Connecticut	1	16	16	147	.....	28	.....	110,000	.....	.....	.....
New York	7	133	218	2,184	143	359	190	2,682,682	500,727	74,251	15,151
Pennsylvania	6	128	146	2,074	171	451	238	1,932,414	327,434	148,849	17,200
South Atlantic Division:											
Maryland	7	104	98	1,600	50	359	335	986,000	1,818	.....	4,002
District of Columbia	5	81	53	307	13	81	27	305,000	.....	.....	.....
Virginia	3	38	67	962	51	34	34	190,000	17,009	.....	.....
North Carolina	3	30	9	223	.....	35	.....	18,000	2,756	2,321	.....
South Carolina	1	10	13	87	2	4	.....	.....	.....	.....	.....
Georgia	2	28	5	380	.....	158	30	60,000	.....	.....	6,000
South Central Division:											
Kentucky	6	76	47	1,354	6	192	71	535,000	20,000	.....	500
Tennessee	10	108	86	2,101	15	450	157	434,000	83,516	.....	3,900
Alabama	2	20	17	240	.....	28	.....	2,800	.....	.....	.....
Louisiana	2	15	20	441	4	53	5	175,000	.....	.....	4,400
Texas	4	51	54	483	14	62	7	50,000	49,850	.....	4,500
Arkansas	1	16	5	217	3	11	7	16,000	9,392	0	.....
North Central Division:											
Ohio	8	162	119	908	45	256	106	688,000	59,580	5,600	4,600

Indiana.....	35	448	10	92	16	60,000	60,000	149,433	96,500	300
Illinois.....	292	2,553	141	618	231	640,000	640,000	1,178,000	14,789	14,789
Michigan.....	101	903	53	293	116	178,000	178,000	36,436	16,500	16,500
Wisconsin.....	49	286	4	48	10	265,000	265,000	10,659	5,000	5,000
Minnesota.....	57	471	23	87	20	30,000	30,000	9,700	500	500
Iowa.....	60	616	40	112	67	60,000	60,000	15,000	500	500
Texas.....	257	2,200	43	312	124	477,000	477,000	12,843	2,000	2,000
Missouri.....	16	278	75	29	20	50,000	50,000	5,010	.....	.....
Nebraska.....	3	137	13	52	3	60,000	60,000	.....	.....	.....
Kansas.....	59	21	13	52	3	60,000	60,000	.....	.....	.....
Western Division:										
Colorado.....	3	100	6	48	4	.....	.....	.....	.....	.....
Oregon.....	2	94	13	25	11	830,000	830,000	73,571	19,133	1,000
California.....	4	564	71	104	88	.....	.....	.....	.....	9,000
<i>Homeopathic.</i>										
Massachusetts.....	1	26	35	23	20	200,000	200,000	17,790	2,130	4,000
New York.....	2	33	36	20	15	122,500	122,500	12,569	.....	4,000
Pennsylvania.....	1	30	269	58	.....	824,446	824,446	244,775	.....	15,000
Maryland.....	1	14	7	9	.....	20,000	20,000	8,419	.....	400
Kentucky.....	1	14	27	4	.....	.....	.....	.....	.....	.....
Ohio.....	2	28	134	40	10	175,000	175,000	11,000	.....	2,900
Illinois.....	4	64	362	119	41	331,000	331,000	20,250	1,200	4,153
Michigan.....	2	16	4	15	4	69,000	69,000	3,700	8,500	.....
Minnesota.....	1	15	3	20	4	.....	.....	.....	.....	3,000
Iowa.....	1	5	39	7	6	50,000	50,000	0	.....	400
Missouri.....	2	13	103	12	22	5,600	5,600	.....	.....	.....
Colorado.....	1	9	26	10	3	34,000	34,000	0	0	.....
California.....	1	18	30	3	3	25,000	25,000	3,500	1,200	3,200
<i>Eclectic, physio-medical, etc.</i>										
New York.....	1	16	84	7	10	40,000	40,000	11,000	2,000	3,030
Georgia.....	1	1	59	1	5	10,000	10,000	.....	0	.....
Ohio.....	1	4	139	4	36	60,000	60,000	10,000	.....	500
Indiana.....	1	2	30	4	6	20,000	20,000	.....	.....	500
Illinois.....	3	10	30	29	14	25,000	25,000	2,000	.....	1,200
Missouri.....	2	9	106	6	1	28,000	28,000	1,252	0	0
Nebraska.....	1	2	30	21	14	.....	.....	.....	.....	.....
California.....	1	8	84	6	6	.....	.....	.....	.....	.....

TABLE 6.—Statistics of schools of dentistry for 1902.

States.	Schools.	Profes- sors.	Special or assist- ant instruc- tors.	Students.			Value of grounds and buildings.	Endowment funds.	Total in- come.	Repeae- tions received.	Volumes in libraries.
				Men.	Women.	Gradu- ated in 1902.						Having A. B. or B. S.
United States	56	592	605	8,258	162	2,288	265	\$733,000	\$5,000	\$293,515	4,063
North Atlantic Division	10	88	162	2,282	58	695	17	385,000		136,627	829
South Atlantic Division	11	93	106	1,062	5	265	161	20,000		20,000	350
South Central Division	6	58	46	592	7	145	5	133,000	5,000	35,000	
North Central Division	23	247	218	3,727	69	1,068	47	181,000		94,608	2,874
Western Division	6	86	43	595	23	215	35	20,000		27,280	
North Atlantic Division:											
Massachusetts	2	27	30	268	8	64				18,250	829
New York	2	21	64	684	22	126	3	170,000		100,377	
Pennsylvania	5	40	68	1,330	28	465	14	215,000		18,000	
South Atlantic Division:											
Maryland	3	23	39	507	3	151	138				370
District of Columbia	4	33	35	173		38	3				
Virginia	2	20	23	80	0	16					
Georgia	2	15	9	296	2	60	20	20,000			
South Central Division:											
Kentucky	1	18	16	245	3	70		110,000	5,000	35,000	
Tennessee	3	25	10	233	3	48	4	25,000			
Alabama	1	8	4	35	1	10	1				
Louisiana	1	7	13	79	1	17					
North Central Division:											
Ohio	4	36	23	593	12	180		35,000		28,333	500
Indiana	2	25	11	254	3	81		35,000		26,562	
Illinois	3	40	43	1,280	25	385					
Michigan	2	17	27	342	8	114	7			11,613	
Wisconsin	2	22	24	191	3	53					1,074
Minnesota	1	12	5	109	30	30					500
Iowa	3	25	34	262	10	57		60,000		7,000	300
Missouri	4	55	53	578	6	145	40	50,000		21,100	500
Nebraska	2	25	28	118	2	23					
Western Division:											
Colorado	1	18	10	85	5	24				18,030	
Oregon	1	15	8	148	4	40	14			9,250	
California	4	53	25	332	14	151	21	20,000			

TABLE 7.—Statistics of schools of pharmacy for 1902.

States.	Schools.	Profess- sors.	Special or assist- ant instruc- tors.	Students.			Having A. B. or B. S.	Value of grounds and buildings.	Endowment funds.	Total in- come.	Benefac- tions received.	Volumes in libraries.
				Men.	Women.	Gradu- ated in 1902.						
United States	59	330	260	4,209	218	1,379	43	\$899,242	\$24,368	\$148,309	\$989	34,470
North Atlantic Division:												
Maine	1	12	9	14	0	3	0					
Massachusetts	1	5	4	196	12	27	3	72,500	18,015	17,220	0	5,400
New York	1	20	29	657	36	286		204,242	4,353	48,330		7,000
New Jersey	1	6	3	34	1	8						
Pennsylvania	3	15	16	648	24	170		275,000	2,000	48,961	989	12,900
South Atlantic Division:												
Maryland	1	5	3	90	7	34		38,000				
District of Columbia	2	9	7	88	5	25	0	15,000	0	8,192		
Virginia	2	9	8	42		16	0					
North Carolina	2	10	5	46		4		2,000		1,057		
South Carolina	1	4	2	41		18						
Georgia	1	3	2	131		48						
South Central Division:												
Kentucky	1	5	3	62	0	17	14	25,000				
Tennessee	3	12	8	80	10	26	7					
Alabama	2	4	2	57	3	12						
Louisiana	3	8	11	88	8	8				3,650		
Texas	2	7	9	78	2	14	2					
Oklahoma	1	1	1	19	3	9	0					
North Central Division:												
Ohio	6	36	24	375	14	160	1	85,000		8,769		1,400
Indiana	2	12	17	191	11	119	7					
Illinois	3	19	11	352	12	100		75,000		11,500		2,000
Michigan	2	13	13	107	3	35		7,500		2,700		500
Wisconsin	2	15	24	88	6	14						
Minnesota	1	16	16	42	8	19						
Iowa	3	17	13	107	4	43	2			700		1,500
Missouri	2	13	3	261	4	74						
South Dakota	1	10	3	31	1	10						
Kansas	1	13	8	80	7	19	0	50,000	0			
Western Division:												
Washington	2	9	5	62	8	22	3					
Oregon	1	11	9	42	10	6	0					3,270
California	2	11	11	100	18	51	4	50,000		2,200		

TABLE 8.—Statistics of schools of

	Location.	Name of institution.	Year of first opening.	President or dean.
	1	2	3	4
1	St. Bernard, Ala ...	St. Bernard Seminary (R. C.).....	1892	Benedict Menges, O. S. B ...
2	Talladega, Ala ...	Talladega College, Theological Department (Cong.).	1872	G. W. Andrews, D. D ...
3	Tuscaloosa, Ala....	Stillman Institute (Presb.).....	1875	D. C. Lilly, D. D ...
4	Berkeley, Cal.....	Berkeley Bible Seminary (Disc.)*.....		Hiram Van Kirk.....
5	.....do.....	Pacific Theological Seminary (Cong.)..	1869	John Knox McLean, D. D ...
6	San Anselmo, Cal..	San Francisco Theological Seminary (Presb.).	1871	Thomas F. Day, D. D., chairman.
7	San Mateo, Cal	Church Divinity School of the Pacific (P. E.).	1893	Wm. Ford Nichols, D. D ...
8	Hartford, Conn	Hartford Theological Seminary (Cong.)..	1834	Chester D. Hartranft, D. D..
9	Middletown, Conn..	Berkeley Divinity School (P. E.).....	1854	John Binney, D. D.....
10	New Haven, Conn..	Yale University, Divinity School (Cong.)..	1822	Frank K. Sanders, Ph. D., D. D.
11	Washington, D. C..	Catholic University of America (R. C.)..	1889	Thomas J. Conaty, S. T. D ...
12	.....do.....	Howard University, Theological Department (nonsect.).	1870	Isaac Clark.....
13	.....do.....	King Theological Hall (P. E.).....	1892	William V. Tunnell.....
14	Atlanta, Ga.....	Atlanta Baptist College, Theological Department.	1867	George Sale, A. M.....
15	South Atlanta, Ga..	Gammon Theological Seminary (M. E.)..	1883	L. G. Adkinson, D. D.....
16	Bourbonnais, Ill..	St. Viateur's College, Theological Department.		M. J. Marsile.....
17	Chicago, Ill.....	Chicago Lutheran Theological Seminary (Ev. Luth.).	1891	R. F. Weidner, D. D., LL. D..
18	.....do.....	Chicago Theological Seminary (Cong.)..	1858	Joseph H. George.....
19	.....do.....	McCormick Theological Seminary (Presb.).	1830	George L. Robinson, D. D., chairman.
20	.....do.....	University of Chicago, Divinity School (Bapt.).	1866	Eri B. Hulbert, D. D., LL. D.
21	.....do.....	Western Theological Seminary (P. E.)..	1885	Wm. E. McLaren, D. D., D. C. L.
22	Eureka, Ill.....	Eureka College, Bible Department (Disc.).		B. J. Radford, A. M., LL. D ...
23	Evanston, Ill.....	Garrett Biblical Institute, Northwestern University (M. E.).	1866	Charles J. Little, D. D., LL. D.
24	.....do.....	Norwegian-Danish Theological Seminary (M. E.).	1885	Nels E. Simonsen, D. D ...
25	Galesburg, Ill.....	Ryder Divinity School of Lombard University (Univ.).	1881	C. Ellwood Nash, A. M., D. D.
26	Greenville, Ill.....	Greenville College, School of Theology (Fr. Meth.).		W. T. Hogue, A. M., Ph. D ...
27	Naperville, Ill.....	Union Biblical Institute (Ev. Asso.)...	1876	S. L. Umbach, D. D.....
28	Rock Island, Ill ...	Augustana Theological Seminary (Ev. Luth.).	1860	Gustav Andreen, Ph. D.....
29	Springfield, Ill ...	Concordia College (Ev. Luth.).....	1846	R. Pieper.....
30	Upper Alton, Ill....	Shurtleff Divinity School (Bapt.).....		Ransom Harvey.....
31	Merom, Ind.....	Union Christian College, Biblical Department (Christ.).	1859	Leander J. Aldrich.....
32	St. Meinrad, Ind..	St. Meinrad Ecclesiastical Seminary (R. C.).	1861	A. Schmitt.....
33	Upland, Ind.....	Taylor University, Reade Theological Seminary (M. E.).	1895	A. R. Archibald.....
34	Des Moines, Iowa ..	Drake University, College of the Bible (Christ. or Disc.).	1881	Alfred M. Haggard.....
35	.....do.....	Grand View College (Ev. Luth.).....	1897	R. R. Vestergaard.....
36	Dubuque, Iowa....	Wartburg Seminary (Ev. Luth.).....	1854	W. Proehl.....
37	Mount Pleasant, Iowa.	German College, Theological Course (M. E.).	1873	E. S. Havighorst, A. M., D. D.
38	Atchison, Kans....	Western Theological Seminary (Ev. Luth.).	1893	Frank D. Altman, A. M., D. D.
39	Kansas City, Kans..	Kansas City University, College of Theology (Meth. Prot.).	1896	H. T. Stephens.....
40	Louisville, Ky.....	Louisville Presbyterian Theological Seminary.	1893	Wm. Hoge Marquess, D. D., LL. D.
41	.....do.....	Southern Baptist Theological Seminary.	1859	E. Y. Mullins, D. D., LL. D.
42	New Orleans, La....	Straight University, Theological Department (Cong.).	1890	George W. Henderson.....
43	Bangor, Me.....	Bangor Theological Seminary (Cong.)..	1816	.....

*In 1901.

theology for the year 1902.

Session closes—	Number of professors. Special or assistant instructors.	Whole number of students.	Number of women included.	Graduated in 1902.	Students having A. B. or B. S.	Years in the course.	Weeks in year.	Value of grounds and buildings.	Endowment funds.	Total income, excluding benefactions.	Benefactions received.	Bound volumes in library.	
5	6	7	8	9	10	11	12	13	14	15	16	17	18
June 30	4	2	22	0	3	0	5	440	(b)	.....	.....	a4,000	1
June 9	2	0	16	1	2	0	3	34	\$4,500	\$13,000	\$709	\$7,328	2
Dec. 3	2	.....	9	0	0	0	4	34	10,000	0	3,000	.....	2,500
May 1	1	.....	9	1	.....	.....	.....	36	.....	.....	.....	.....	4
Apr. 10	5	1	13	0	2	2	3	40	25,000	400,000	20,000	60,800	5
Apr. 28	6	2	18	0	8	10	3	30	225,935	354,000	17,860	.....	14,148
June 1	5	1	9	0	2	1	3	36	12,000	40,000	.....	.....	3,900
May 28	12	7	82	12	23	77	3	31	265,000	200,000	47,311	6,500	79,244
June 4	5	1	7	0	4	4	3	32	85,877	411,658	18,067	0	a30,000
May 18	7	7	102	0	23	19	3	32	.....	668,000	39,000	5,614	10
June 4	6	2	38	0	8	.....	2	35	400,000	400,000	23,560	27,000	21,000
May 25	4	3	61	.....	12	1	3	34	.....	47,500	2,025	1,750	450
May 29	3	.....	11	0	1	1	3	.....	30,000	.....	.....	.....	a3,500
Apr. 30	2	1	24	0	0	0	3	26	(b)	0	.....	0	(b)
.....do.....	4	1	62	2	19	5	3	30	100,000	410,000	16,412	.....	12,000
June 18	7	.....	30	.....	*4	.....	3	38	.....	.....	.....	.....	a2,000
Apr. 30	3	4	38	0	13	.....	3	30	200,000	0	9,000	9,000	5,000
May 19	10	4	107	1	30	50	3	35	350,000	925,000	50,000	15,000	20,000
May 5	8	2	112	0	41	99	3	32	500,000	384,677	31,817	100,000	23,862
.....	28	1	382	23	27	237	3	36	70,465	228,447	(b)	.....	40,000
May 22	4	0	15	0	2	9	3	34	150,000	a200,000	9,275	0	4,000
June 19	2	1	37	.....	*2	.....	.....	39	(b)	.....	.....	.....	.....
May 29	11	0	156	.....	*41	.....	3	30	*250,000	*500,000	.....	.....	*13,300
May 9	1	.....	7	.....	.....	.....	4	34	14,000	5,000	.....	.....	.....
June 5	7	2	16	5	3	.....	4	36	(b)	(b)	.....	.....	a1,000
June 7	2	.....	11	.....	4	.....	.....	.....	.....	.....	.....	.....	.....
June 16	2	0	44	1	9	2	2	40	.....	20,000	.....	.....	2,000
May 31	3	3	66	0	22	.....	3	30	235,000	50,000	11,100	3,000	.....
June 25	5	.....	83	.....	17	.....	3	40	125,000	2,750	.....	12,500	1,800
June 5	3	0	7	1	2	1	2	36	(b)	30,640	1,565	6,607	3,000
June 14	3	4	21	3	2	3	3	36	(b)	(b)	(b)	.....	400
June 21	8	0	52	0	8	0	3	40	.....	.....	.....	.....	.....
June 4	2	5	80	6	4	3	3	36	.....	.....	.....	5,000	1,200
June 19	4	.....	62	.....	17	17	3	36	(b)	21,800	.....	1,362	(b)
May 31	2	2	12	0	0	0	3	35	.....	0	2,800	0	3,000
June 26	4	1	31	0	6	14	3	38	30,000	13,190	8,319	900	6,800
June 5	3	.....	15	1	1	1	3	33	20,000	28,700	2,951	.....	900
May 22	2	1	16	0	6	3	3	34	.....	6,500	.....	.....	a2,500
June 5	3	2	16	.....	.....	.....	3	36	.....	.....	.....	.....	.....
May 5	6	2	51	0	17	30	3	30	50,000	550,000	23,000	325,000	a16,000
June 2	8	2	243	0	35	10	3	35	315,000	500,000	27,000	7,000	21,260
May 28	1	.....	4	0	1	1	3	32	(b)	.....	.....	.....	.....
May 18	5	2	23	0	7	2	3	34	75,000	292,000	.....	30,775	23,445

a Approximately.

b Not separate.

TABLE 8.—Statistics of schools of

	Location.	Name of institution.	Year of first opening.	President or dean.
	1	2	3	4
44	Lewiston, Me.....	Cobb Divinity School of Bates College (Free Bapt.).	1840	James A. Howe, D. D.....
45	Baltimore, Md.....	St. Joseph's Seminary (R. C.).....	1888	Justin McCarthy.....
46	do.....	St. Mary's Seminary (R. C.).....	1792	E. R. Dyer.....
47	Ilchester, Md.....	Redemptorist College (R. C.).....	1867	Charles Sigl.....
48	Mount St. Marys, Md.	Ecclesiastical Seminary of Mount St. Mary's College (R. C.).	1808	Wm. L. O'Hara, A. M., LL.D.
49	Westminster, Md..	Westminster Theological Seminary (Meth. Prot.).	1882	Hugh L. Eiderdice, A. M., D. D.
50	Woodstock, Md....	Woodstock College (R. C.).....	1869	William Brett.....
51	Andover, Mass.....	Andover Theological Seminary (Cong.)	1808	Charles O. Day, D. D.....
52	Boston, Mass.....	Boston University, School of Theology (M. E.).	1839	Wm. F. Warren, S. T. D., LL.D.
53	do.....	St. John's Boston Ecclesiastical Seminary (R. C.)*	1887	John B. Hogan.....
54	Cambridge, Mass..	Episcopal Theological School.....	1867	George Hodges, D. D.....
55	do.....	Harvard University, Divinity School (nonsect.)	1817	F. G. Peabody.....
56	do.....	New Church Theological School (Swedenborgian, or New Jeru.).	1866	James Reed, A. M.....
57	Newton Center, Mass.	Newton Theological Institution (Bapt.)	1825	Nathan E. Wood, D. D.....
58	Tufts College, Mass	Tufts College, Divinity School (Univ.)	1869	Charles H. Leonard, D. D....
59	Adrian, Mich.....	Adrian College, School of Theology (Meth. Prot.).	1867	David Jones, D. D.....
60	Hillsdale, Mich...	Hillsdale College, Theological Department (Free Bapt.).	1863	D. B. Reed, A. M., D. D.....
61	Holland, Mich....	Western Theological Seminary (Ref. Ch. in Amer.).	1866	John W. Beardslee, D. D....
62	Saginaw, Mich.....	Evangelical Lutheran Theological Seminary.	1887	W. Linsenmann.....
63	Collegeville, Minn.	St. John's University, Ecclesiastical Seminary (R. C.).	1867	Bernard Kevenhoerster, O. S. B.
64	Faribault, Minn...	Seabury Divinity School (P. E.).....	1858	Alford A. Butler, M. A.....
65	Minneapolis, Minn	Augsburg Seminary (Ev. Luth.).....	1869	Georg Sverdrup.....
66	do.....	United Church Seminary (Ev. Luth.)	1890	Marcus O. Bockman, A. M....
67	Red Wing, Minn....	Red Wing Seminary (Ev. Luth.).....	1879	M. G. Hanson.....
68	St. Paul, Minn.....	Luther Seminary (Ev. Luth.).....	1885	H. Ernst, D. D.....
69	do.....	St. Paul Seminary (R. C.).....	1894	Patrick R. Heffron, D. C. L.
70	Desoto, Mo.....	Redemptorist Seminary (R. C.).....	1900	John Henry.....
71	St. Louis, Mo.....	Concordia Theological Seminary (Ev. Luth.).	1839	Francis Pieper.....
72	do.....	Eden Theological Seminary (Ger. Ev. Synod of N. A.).	1850	Louis F. Haeberle.....
73	do.....	Kenrick Theological Seminary (R. C.)*	1893	F. V. Nugent.....
74	Warrenton, Mo....	Central Wesleyan Theological Seminary (M. E.).	1864	George B. Addicks.....
75	Omaha, Nebr.....	Presbyterian Theological Seminary*..	1891	Matthew B. Lowrie, D. D....
76	Bloomfield, N. J....	German Theological School of Newark (Presb.)*	1869	George C. Seibert, D. D., chairman.
77	Madison, N. J.....	Drew Theological Seminary (M. E.)....	1867	Henry A. Buttz, D. D., LL.D.
78	New Brunswick, N. J.	Theological Seminary of the Reformed (Dutch) Church in America.	1784	J. Preston Searle, D. D.....
79	Princeton, N. J....	Theological Seminary of the Presbyterian Church.	1812	Benjamin B. Warfield, D. D.
80	South Orange, N. J.	Seton Hall College (R. C.).....	1856	J. A. Stafford.....
81	Allegany, N. Y.....	St. Bonaventure's Seminary (R. C.)....	1859	Joseph F. Butler.....
82	Auburn, N. Y.....	Theological Seminary of Auburn (Presb.).	1819	George B. Stewart, D. D.....
83	Brooklyn, N. Y....	St. John's Theological Seminary (R. C.)	1891	P. S. McHale.....
84	Buffalo, N. Y.....	German Martin Luther Seminary.....	1854	William Graban.....
85	Canton, N. Y.....	Canton Theological School of St. Lawrence University (Univ.).	1858	Almon Gunnison, D. D., LL. D.
86	Hamilton, N. Y....	Hamilton Theological Seminary of Colgate University (Bapt.).	1819	Sylvester Burnham, D. D....
87	Hartwick Seminary, N. Y.	Hartwick Seminary (Ev. Luth.).....	1797	Alfred Hiller, D. D., chairman.
88	New York, N. Y....	General Theological Seminary of the Protestant Episcopal Church.	1817	Eugene A. Hoffman, D. D., D. C. L., LL. D.

*In 1901.

theology for the year 1902—Continued.

Session closes—	Number of professors, special or assistant instructors.	Whole number of students.	Number of women included.	Graduated in 1902.	Students having A. B. or B. S.	Years in the course.	Weeks in year.	Value of grounds and buildings.	Endowment funds.	Total income, excluding benefactions.	Benefactions received.	Bound volumes in library.		
5	6	7	8	9	10	11	12	13	14	15	16	17	18	
May 20	6	1	18	3	3	7	3	36	\$50,000	\$2100,000	.....	\$20,000	4,267	44
June 21	.....	.....	15	0	7	1	3	36	.....	.....	.....	.....	400	45
June 23	16	0	245	0	47	.....	.....	37	300,000	.....	\$48,000	10,000	α 30,000	45
July 1	7	1	39	0	9	0	4	44	α 150,000	0	.....	.....	α 18,000	47
June 18	4	.....	32	0	4	30	4	40	50,000	.....	.....	.....	α 15,000	48
May 5	5	9	12	0	4	4	3	30	10,000	4,773	6,274	500	2,500	49
June 30	15	.....	118	0	19	.....	.....	40	250,000	.....	.....	.....	α 35,000	50
June 12	6	.....	16	0	2	12	3	39	200,000	800,000	40,550	1,300	53,400	51
June 5	7	.....	197	.....	43	.....	3	33	.....	.....	.....	.....	.....	52
June 28	9	.....	133	.....	23	.....	3	39	α 400,000	.....	.....	.....	6,500	53
June 5	6	3	32	0	8	25	3	32	500,000	200,000	16,000	27,000	10,000	54
June 28	6	5	37	0	6	29	3	33	.....	.....	.....	.....	30,624	55
June 18	4	1	5	0	1	1	3	36	100,000	230,000	9,000	70,000	2,100	56
June 5	8	.....	60	6	20	15	3	36	325,000	725,000	30,000	.....	24,000	57
June 18	8	6	14	0	8	2	4	40	60,000	175,000	9,250	15,000	α 9,000	58
June 26	1	.....	26	0	.....	.....	3	36	(b)	.....	.....	.....	.....	59
June 19	3	0	33	.....	2	.....	3	36	*20,000	*63,600	.....	.....	(b)	60
May 14	3	1	23	0	8	22	3	32	10,000	50,000	4,166	5,000	6,000	61
June 28	2	2	21	.....	5	.....	3	40	10,000	1,750	.....	600	400	62
June 15	9	0	45	0	11	.....	3	38	(b)	0	7,425	0	.....	63
June 5	6	1	21	0	5	3	3	32	.....	.....	20,800	2,000	9,000	64
June 1	3	1	43	0	11	7	3	30	50,000	0	.....	.....	1,000	65
May 30	4	1	46	1	13	5	3	30	110,000	116,000	.....	.....	2,500	66
May 28	3	.....	16	.....	6	.....	3	36	20,000	.....	5,000	.....	.....	67
June 15	1	2	12	.....	4	0	3	40	30,000	.....	1,200	.....	700	68
.....do	12	3	153	0	27	.....	4	40	500,000	300,000	44,000	.....	10,000	69
July 16	4	0	37	0	4	0	4	40	60,000	.....	.....	.....	500	70
June 28	6	0	183	0	54	0	3	42	200,000	0	.....	.....	α 8,000	71
June 12	3	1	52	0	21	0	3	40	150,000	11,405	6,180	11,440	6,300	72
June 15	9	.....	110	0	11	.....	.....	40	.....	.....	.....	.....	.....	73
June 14	3	3	31	0	8	0	3	40	(b)	25,000	.....	.....	500	74
May 5	5	1	17	0	5	13	3	32	45,000	2,500	.....	.....	3,000	75
May 31	3	2	26	0	6	.....	3	46	18,000	98,000	.....	.....	8,000	76
May 15	6	1	180	0	56	104	3	32	560,000	448,872	30,210	55,800	71,922	77
May 22	6	2	30	0	8	7	3	35	300,000	470,000	23,600	.....	47,000	78
May 10	7	5	137	0	42	120	3	33	526,150	1,505,210	71,269	39,298	70,400	79
June 18	10	.....	34	0	8	8	4	38	.....	.....	.....	.....	.....	80
.....do	6	3	50	0	20	14	4	39	25,000	0	8,200	0	α 4,000	81
May 8	7	2	58	0	19	56	3	33	300,000	615,000	37,429	20,120	27,673	82
June 21	8	1	34	0	7	30	4	38	148,000	.....	.....	.....	3,858	83
June 30	2	2	9	0	4	0	3	40	13,600	0	2,042	.....	1,323	84
June 23	5	0	19	5	2	0	3	40	65,000	155,250	8,636	0	.....	85
June 18	7	2	37	.....	2	.....	3	37	(b)	(b)	.....	.....	.....	86
June 28	2	0	10	0	5	1	3	38	11,000	5,888	800	0	5,958	87
May 22	9	7	145	0	34	103	3	36	1,540,000	2,168,682	94,546	49,177	31,737	88

α Approximately.

b Not separate.

TABLE 8.—Statistics of schools of

	Location.	Name of institution.	Year of first opening.	President or dean.
	1	2	3	4
89	New York, N. Y...	Jewish Theological Seminary.....	1886	A. S. Solomons.....
90	do	Union Theological Seminary (Presb.)..	1836	Charles C. Hall, D. D.
91	Niagara University, N. Y.	Niagara University, Seminary Depart- ment (R. C.).	1856	Wm. F. Likly, C. M.
92	Rochester, N. Y....	Rochester Theological Seminary (Bapt.)	1851	Augustus H. Strong, D. D., LL. D.
93	do	St. Bernard's Seminary (R. C.).....	1893	James J. Hartley
94	Standfordville, N. Y.	Christian Biblical Institute (Chris.) *..	1869	John B. Weston, D. D.
95	Yonkers, N. Y....	St. Joseph's Seminary (R. C.).....	1896	Edward R. Dyer, D. D.
96	Ayden, N. C.	Free Will Baptist Theological Seminary	1900	Thomas E. Peden, A. M.
97	Belmont, N. C.	St. Mary's College (R. C.)	1886	Leo Haid, D. D., O. S. B.
98	Charlotte, N. C....	Biddle University, School of Theology (Presb.).	1878	D. J. Sanders, D. D.
99	Berea, Ohio	German Wallace College, Theological School (M. E.).	.....	C. Riemenchneider, Ph. D., D. D.
100	Carthage, Ohio ..	St. Charles Seminary (R. C.).....	1861	Aug. Seifert.....
101	Cincinnati, Ohio ..	Hebrew Union College.....	1875	M. Mielziner, Ph. D., D. D.
102	do	Lane Theological Seminary (Presb.)..	1829	Henry G. Smith, D. D.
103	Cleveland, Ohio..	St. Mary's Theological Seminary (R. C.)	1848	N. A. Moes.....
104	Columbus, Ohio....	German Lutheran Seminary of Capital University.	1890	M. Loy, D. D.
105	Dayton, Ohio.....	Union Biblical Seminary (U. Breth.)...	1871	George A. Funkhouser, D. D.
106	Gambier, Ohio	Kenyon College, Divinity School (P. E.)	1826	W. F. Peirce, L. H. D.
107	Oberlin, Ohio	Oberlin Theological Seminary (Cong.)..	1835	John H. Barrows, D. D.
108	Springfield, Ohio..	Wittenberg Theological Seminary (Ev. Luth.).	1845	J. M. Ruthrauff, D. D.
109	Tiffin, Ohio.....	Heidelberg Theological Seminary, Heidelberg University (Rev. Ch. in U. S.).	1851	David Van Horne, D. D., LL. D.
110	Wilberforce, Ohio.	Payne Theological Seminary of Wil- berforce University (A. M. E.).	1832	Benjamin T. Tanner, D. D., LL. D.
111	Xenia, Ohio.....	Xenia Theological Seminary (U. Presb.)	1794	William G. Moorehead, D. D., LL. D.
112	Eugene, Oreg.....	Eugene Divinity School (Disc.).....	1895	Eugene C. Sanderson, D. D.
113	Allegheny, Pa.....	Allegheny Theological Seminary (U. Presb.).	1825	James A. Grier, D. D., LL. D.
114	do	Reformed Presbyterian Theological Seminary.	1856	D. B. Wilson, D. D.
115	do	Western Theological Seminary (Presb.)..	1827	M. B. Riddle, D. D.
116	Beatty, Pa.....	St. Vincent Seminary (R. C.).....	1846	Leander Schnerr
117	Bethlehem, Pa....	Moravian Theological Seminary	1807	Augustus Schultze, D. D., L. H. D.
118	Chester, Pa.....	Crozer Theological Seminary (Bapt.)..	1868	Henry G. Weston, D. D., LL. D.
119	Gettysburg, Pa....	Evangelical Lutheran Theological Seminary.	1826	M. Valentine, D. D., LL. D. ..
120	Lancaster, Pa.....	Theological Seminary of the Reformed Church in the United States.	1825	Emanuel V. Gerhart, D. D., LL. D.
121	Lincoln Univer- sity, Pa.	Lincoln University, Theological De- partment (Presb.).	1871	I. N. Rendall, D. D.
122	Meadville, Pa....	Meadville Theological School (Unit.)..	1844	George L. Cary, A. M., L. H. D.
123	Overbrook, Pa....	Theological Seminary of St. Charles Borromeo (R. C.).	1832	P. J. Garvey, D. D.
124	Philadelphia, Pa..	Divinity School of the Protestant Epis- copal Church.	1862	Wm. M. Groton
125	do	Lutheran Theological Seminary	1869	Henry E. Jacobs, D. D., LL. D.
126	do	Philadelphia Theological School of Temple College (nonsect.).	1894	Russell H. Conwell
127	do	St. Vincent's Seminary (R. C.).....	1868	James McGill.....
128	do	Ursinus College, School of Theology (Ref. Ch. in U. S.).	1872	James I. Good, D. D.
129	Selinsgrove, Pa....	Susquehanna University, Theological Department (Ev. Luth.).	1859	G. W. Enders, D. D.
130	Villanova, Pa....	Augustinian College of St. Thomas of Villanova (R. C.).	1842	N. Casacca.....
131	Columbia, S. C....	Presbyterian Theological Seminary....	1828	W. M. McPheeters, D. D.

*In 1901.

theology for the year 1902—Continued.

Session closes—	Number of professors,	Special or assistant in-	Whole number of stu-	Number of women in-	Graduated in 1902.	Students having A. B.	Years in the course.	Weeks in year.	Value of grounds and buildings.	Endow-ment funds.	Total in- come, ex- cluding benefac- tions.	Benefac- tions received.	Bound volumes in library.	
5	6	7	8	9	10	11	12	13	14	15	16	17	18	
June 30	2	0	30	0	8	5	...	40	\$40,000	\$0	\$6,000	\$0	α 3,000	89
May 13	12	5	124	4	27	104	3	30	560,000	α1,800,000	103,000	20,000	α 80,600	90
June 17	8	0	46	0	19	12	4	41	45,000	0	11,200	0	α 1,300	91
May 10	10	1	128	0	46	80	3	26	181,681	832,724	33,968	22,337	81,483	92
June 15	12	2	85	0	20	...	4	33	350,000	...	31,059	...	12,000	93
May 8	6	3	16	3	4	...	3	34	20,000	69,058	...	...	2,287	94
June 18	13	2	153	0	15	...	4	40	1,120,000	...	21,663	28,957	22,500	95
June 4	12	0	14	4	0	0	3	40	2,000	...	500	...	0	96
June 10	5	2	12	...	3	5	4	33	...	...	...	...	4,650	97
June 4	4	...	12	...	4	9	3	32	...	...	...	...	...	98
.....	4	...	36	...	...	...	...	...	...	...	...	...	...	99
June 29	4	0	32	...	7	31	3	40	30,000	...	6,000	...	7,000	100
June 15	9	1	53	0	10	9	...	40	10,000	0	24,185	...	α 15,000	101
May 8	4	3	21	0	6	4	3	31	162,000	322,000	22,073	1,770	19,682	102
June 25	4	2	40	0	6	...	4	33	75,000	0	13,000	...	α 9,200	103
June 20	4	...	24	...	11	9	3	40	125,000	50,000	...	...	4,000	104
May 5	5	4	0	50	2	19	3	36	38,000	65,000	4,000	5,000	3,000	105
June 28	5	4	18	0	4	10	3	34	(b)	...	...	...	12,000	106
May 14	8	2	35	0	9	25	3	32	75,000	225,000	12,200	1,400	53,000	107
May 5	4	...	23	1	7	...	3	32	(b)	...	...	...	...	108
Apr. 27	4	1	24	1	8	18	3	28	...	40,000	...	10,000	...	109
June 16	2	7	34	1	2	...	3	36	12,000	...	3,731	...	α 2,300	110
May 5	4	0	31	0	3	30	3	32	10,000	153,150	10,000	12,000	5,588	111
June 5	3	2	32	12	6	4	4	34	12,000	6,000	3,000	...	1,200	112
May 21	4	2	70	...	29	68	3	32	125,000	357,000	21,001	11,050	5,000	113
May 1	2	1	14	0	5	13	3	32	25,000	87,083	4,800	...	3,500	114
May 5	5	1	64	0	21	60	3	32	250,000	617,385	33,181	50,000	32,000	115
June 28	9	...	38	...	10	...	3	38	...	...	0	...	...	116
June 15	4	1	15	0	12	11	2	38	100,000	110,900	5,500	...	7,500	117
June 5	7	1	91	0	23	...	3	36	125,000	445,000	20,000	...	...	118
May 28	5	...	56	...	16	15	3	35	160,000	189,054	11,463	...	15,000	119
May 10	5	1	46	0	10	39	3	36	120,000	185,000	...	...	15,000	120
Apr. 16	8	0	62	0	13	39	3	27	32,000	144,000	13,450	...	10,000	121
June 5	5	2	20	1	4	0	3	38	64,612	554,280	27,382	80,323	25,000	122
June 20	12	2	115	...	...	...	...	40	...	...	...	...	...	123
June 7	5	3	30	0	6	15	3	35	125,000	400,000	...	3,000	α 15,000	124
May 29	4	2	51	0	20	42	3	32	175,000	210,000	11,000	1,500	α 24,000	125
June 1	5	...	42	2	...	...	c 5	34	...	...	...	...	...	126
June 20	5	3	30	0	...	...	4	40	...	0	...	...	12,785	127
May 2	5	6	38	0	18	13	3	30	...	...	...	...	2,000	128
June 11	3	5	17	0	6	10	3	33	(b)	...	...	...	...	129
June 20	8	3	22	...	...	...	4	40	...	...	...	...	α 12,000	130
May 10	4	1	25	0	5	16	3	34	20,000	212,000	13,000	700	20,000	131

α Approximately.

b Not separate.

c An evening school.

TABLE 8.—Statistics of schools of

	Location.	Name of institution.	Year of first opening.	President or dean.
	1	2	3	4
132	Duewest, S. C	Erskine Theological Seminary (A. R. P.)	1836	W. L. Pressly, D. D
133	Mount Pleasant, S. C.	Theological Seminary of the United Synod (Ev. Luth.).	1830	J. A. Morehead, D. D
134	Chattanooga, Tenn	U. S. Grant University, School of The- ology (M. E.).	1886	John H. Race.....
135	Clarksville, Tenn .	Southwestern Presbyterian University, Divinity School.	1885	George Summey, DD., LL.D.
136	Lebanon, Tenn....	Cumberland University, Theological Department (Cumb. Presb.).	1853	W. P. Bone, secretary
137	Nashville, Tenn...	Fisk University, Theological School (Cong.).	1892	J. G. Merrill
138	.....do	Vanderbilt University, Biblical Depart- ment (M. E.).	1875	Wilbur F. Tillett, D. D
139	.....do	Walden University, Theological De- partment (M. E.).	1868	J. B. Hamilton.....
140	Sewanee, Tenn....	University of the South, Theological Department (P. E.).	1878	Wm. P. Dubose, A. M., S. T. D.
141	Tehuacana, Tex...	Westminster Theological School (Meth. Prot.).	1895	James L. Lawlis
142	Richmond, Va	Union Theological Seminary (Presb.)	1812	W. W. Moore, D. D., LL. D. ...
143	.....do	Virginia Union University, Theolog- ical Department (Bapt.).	1899	Malcolm MacVicar, Ph. D., LL. D.
144	Theological Semi- nary, Va.	Theological Seminary in Virginia (P. E.)	1821	Angus Crawford, M. A., D. D.
145	Franklin, Wis	Mission House of the Reformed Church in the United States.	1859	H. A. Muhlmeier, D. D
146	Nashotah, Wis	Nashotah House (P. E.).....	1842	Wm. W. Webb, D. D.....
147	St. Francis, Wis ...	St. Francis Seminary (R. C.).....	1856	Joseph Rainer.....
148	Wauwatosa, Wis ..	Evangelical Lutheran Theological Seminary.	1878	A. Hoenecke.....

* In 1901.

theology for the year 1902—Continued.

Session closes—	Number of professors, Specialist assistant instructors,	Whole number of students,	Number of women included,	Graduated in 1902,	Students having A. B. or B. S.	Years in the course,	Weeks in year,	Value of grounds and buildings.	Endowment funds.	Total income, excluding benefactions.	Benefactions received.	Bound volumes in library.	
5	6	7	8	9	10	11	12	13	14	15	16	17	18
June 10	3	.....	8	0	4	7	2	33	.....	\$82,052	\$2,900	\$10,000	a 2,000
June 4	2	3	15	.....	10	.....	3	32	\$10,000	30,000	.....	.....	2,000
May 12	4	8	25	0	5	2	3	32	250,000	20,000	6,670	1,100	6,000
June 10	5	.....	17	0	6	2	2	40	.....	.....	.....	.....	.....
May 6	5	2	39	0	11	10	3	30	40,000	83,752	5,648	2,000	12,000
June 12	3	0	6	.....	*2	.....	3	37	.....	.....	.....	.....	.....
June 16	6	3	40	0	8	33	3	42	150,000	(b)	.....	20,000	5,000
June 30	1	1	26	5	18	.....	3	11	(b)	.....	.....	.....	1,500
Aug. 2	4	1	26	.....	*2	.....	3	40	*40,000	*20,000	.....	.....	*2,000
.....	1	2	10	.....	1	1	3	34	.....	.....	.....	.....	.....
May 7	5	1	69	0	16	12	3	65	187,000	\$15,587	19,520	14,313	18,000
May 16	6	0	62	0	12	0	3	32	(b)	90,000	15,631	6,000	(b)
June 19	4	5	43	0	15	19	3	36	.....	350,000	.....	.....	25,000
May 22	3	2	25	0	13	12	3	38	30,000	.....	.....	11,112	6,000
June 1	5	2	47	0	7	.....	3	38	100,000	70,000	8,700	4,500	16,000
June 28	10	.....	90	0	32	.....	3	45	100,000	.....	.....	.....	12,500
June 15	3	0	42	0	8	27	3	40	a 70,000	.....	.....	.....	a 1,000

a Approximately.

b Not separate.

TABLE 9.—Statistics of schools

	Location.	Name of institution.	Year of first opening.	President or dean.	Session closes—	Number of professors.
	1	2	3	4	5	6
1	University, Ala...	University of Alabama, Law Department.	1873	W. S. Thorington	June 5	2
2	Little Rock, Ark..	University of Arkansas, Law Department.	1889	J. H. Carmichael .....	.....do...	6
3	San Francisco, Cal	University of California, Hastings College of the Law.	1878	Edward R. Taylor	May 14	2
4	Stanford University, Cal.	Leland Stanford Junior University, Law Department.	1892	Nathan Abbott	May 27	3
5	Boulder, Colo	University of Colorado, Colorado School of Law.	1892	Moses Hallett, LL. D.	June 5	3
6	Denver, Colo	Denver Law School, University of Denver.	1892	Lucius W. Hoyt, A. M.	June 10	9
7	New Haven, Conn.	Yale University, Law Department.	1824	Francis Wayland, LL. D. .	June 23	14
8	Washington, D. C.	Catholic University, School of Law.	1895	William C. Robinson, LL. D.	June 7	2
9	.....do	Columbian University, Law School.	1865	Charles W. Needham, LL. D.	June 3	15
10	.....do	Georgetown University, School of Law.	1870	.....	June 1	12
11	.....do	Howard University, School of Law.	1867	Benjamin F. Leighton, LL. D.	May 26	7
12	.....do	National University, Law Department.	1869	Eugene Carusi, LL. D.	June 1	16
13	.....do	Washington College of Law.	1896	Ellen S. Mussey	May 31	8
14	De Land, Fla	John B. Stetson University, Law Department.	1900	Albert J. Farrah	May 27	2
15	Athens, Ga	University of Georgia, Law School.	1859	Sylvanus Morris, A. M.	June 15	6
16	Macon, Ga.	Mercer University, Law School.	1875	Emory Speer	June 5	4
17	Oxford, Ga	Emory College, School of Law.	.....	.....	June 13	2
18	Aurora, Ill	Aurora College, Law School*	1896	G. W. Neterer	May 31	1
19	Bloomington, Ill.	Illinois Wesleyan University, Law Department.	1874	Owen T. Reeves, LL. D.	June 3	7
20	Chicago, Ill.	Chicago-Kent College of Law, Lake Forest University.*	1888	Thomas A. Moran, LL. D. .	June 8	27
21	.....do	Chicago Law School	1896	Horatio L. Wait	June 10	22
22	.....do	Illinois College of Law	1898	{ Howard N. Ogden, Ph. D., LL. D.	{ June 12	23
23	.....do	John Marshall Law School.	1899	John N. Jewett, LL. D.	June 15	7
24	.....do	Northwestern University, School of Law.	1859	John H. Wigmore, A. M. ...	June 19	8
25	Urbana, Ill	University of Illinois, College of Law.	1897	James B. Scott, J. U. D.	June 15	5
26	Bloomington, Ind	Indiana University, School of Law.	1842	William P. Rogers	June 13	4
27	Indianapolis, Ind.	Indiana Law School, University of Indianapolis.	1894	James A. Rohbach, A. M. .	May 29	11
28	.....do	Indianapolis College of Law	1897	Francis M. Ingler	June 3	5
29	Marion, Ind	Marion Law College	1897	G. L. Henry .....	.....	2
30	Notre Dame, Ind .	University of Notre Dame, Law Department.	.....	William Hoynes, LL. D. ...	June 18	2
31	Valparaiso, Ind. .	Northern Indiana Law School.	1879	Mark L. De Motte, A. M. ...	June 5	5
32	Des Moines, Iowa.	Highland Park College of Law.*	1898	John I. Dille, LL. D.	May 9	4
33	.....do	Iowa College of Law, Drake University.	1875	Chester C. Cole, LL. D.	May 21	5
34	Iowa City, Iowa ..	State University of Iowa, Iowa College of Law.	1868	Charles N. Gregory, A. M., LL. D.	June 11	4
35	Lawrence, Kans ..	University of Kansas, School of Law.	1880	W. C. Spangler, A. M.	June 7	3

*In 1901.

a Approximately.

b Not separate.

c Afternoon.

of law for the year 1902.

Special or assistant instructors.	Students.				Years in course.	Weeks in year.	Tuition fee.	Graduation fee.	Fees of the entire course.	Value of grounds and buildings.	Endowment funds.	Total income, excluding benefactions.	Benefactions received.	Bound volumes in library.	Instruction in day or evening.	
	Men.	Women.	Graduated in 1902.	Students having A. B. or B. S.												
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
0	67	0	34	25	2	35	75	\$3	.....	(b)	.....	\$4,695	0	1,500	Day ..	1
4	35	1	8	12	2	33	50	5	\$105	.....	.....	.....	.....	.....	Eve...	2
3	101	4	34	57	3	29	10	3	33	\$50,000	\$135,000	9,170	.....	.....	Day ..	3
2	195	1	19	19	1,3	40	0	0	.....	.....	.....	.....	.....	7,500	Day ..	4
8	69	4	14	21	3	36	40	0	120	.....	.....	.....	.....	3,000	Day ..	5
3	48	2	9	13	3	36	75	10	235	(b)	0	3,250	0	3,000	Day ..	6
13	249	.....	68	89	3	35	125	5	335	110,000	.....	.....	.....	15,000	Day ..	7
.....	38	0	10	38	3	32	75	.....	.....	.....	160,000	5,750	0	1,315	Day ..	8
3	451	0	101	134	3	35	100	10	316	.....	.....	32,725	.....	4,000	(c)	9
3	288	0	53	.....	3	32	80	10	.....	.....	.....	.....	.....	*2,000	Eve...	10
1	95	1	20	18	3	30	0	3	33	12,000	.....	1,020	.....	2,200	Eve...	11
.....	235	.....	141	185	2,3	35	80	10	.....	.....	.....	.....	.....	1,000	Eve...	12
10	8	22	6	.....	3	34	50	5	155	0	0	975	0	.....	Eve...	13
4	15	0	6	0	2	33	66	5	137	.....	.....	750	\$859	627	Day ..	14
.....	32	0	6	3	2	39	75	.....	150	.....	.....	.....	.....	.....	Day ..	15
3	49	.....	43	.....	1	34	60	5	65	.....	.....	3,000	.....	.....	Day ..	16
0	8	0	.....	.....	1	35	70	.....	.....	.....	.....	.....	.....	.....	Day ..	17
5	6	2	0	0	1	36	50	5	.....	.....	.....	.....	.....	.....	.....	18
60	0	22	6	.....	3	39	60	5	185	(b)	0	3,350	.....	500	Day ..	19
4	269	4	76	.....	3	29	75	10	240	.....	.....	.....	.....	2,000	(d)	20
23	121	3	26	.....	3	36	75	5	230	0	0	.....	0	.....	Eve...	21
9	224	7	40	21	3	36	75	.....	220	.....	5,000	10,300	.....	1,200	(d)	22
24	60	2	11	10	3	38	65	5	200	105	.....	.....	.....	700	Eve...	23
11	177	.....	42	71	3	36	165	5	330	(b)	.....	.....	10,000	4,000	Day ..	24
2	112	2	20	5	3	36	50	5	165	(b)	.....	.....	.....	2,275	Day ..	25
0	143	1	15	10	3	36	37	5	106	(b)	.....	.....	.....	4,000	Day ..	26
7	105	.....	55	17	2	30	75	5	155	.....	0	8,000	.....	1,500	Day ..	27
5	115	1	21	8	2	36	75	5	155	.....	.....	8,000	.....	1,500	.....	28
6	24	2	6	.....	2	40	40	5	.....	.....	.....	.....	.....	425	Day ..	29
3	53	.....	18	.....	3	40	100	10	.....	.....	.....	6,000	.....	7,000	Day ..	30
0	190	.....	73	17	2	40	48	5	101	3,000	0	6,930	0	600	Day ..	31
5	64	2	24	.....	3	36	45	10	150	.....	.....	.....	.....	.....	Day ..	32
2	102	.....	20	17	3	36	50	5	155	.....	.....	4,250	0	1,200	Day ..	33
3	215	0	9	25	3	36	60	7	187	(b)	.....	.....	0	10,000	Day ..	34
8	172	1	9	.....	3	39	0	5	.....	.....	.....	.....	.....	*1,500	Day ..	35

^aA day course and an evening course.

^e10,000 to be added in a few weeks.

TABLE 9.—Statistics of schools

Location.	Name of institution.	Year of first opening.	President or dean.	Session closes—	Number of professors.
1	2	3	4	5	6
36 Danville, Ky.....	Central University, Law Department.	1894	W. C. Roberts, LL. D.....	May 28	3
37 Louisville, Ky.....	University of Louisville, Law Department.	1847	W. O. Harris.....	Apr. 30	3
38 New Orleans, La.....	Tulane University of Louisiana, Law Department.	1847	Harry H. Hall.....	May 19	5
39 Bangor, Me.....	University of Maine, School of Law.	1898	W. E. Walz, M. A.....	June 10	3
40 Baltimore, Md.....	Baltimore Law School.....	1900	Bernard C. Steiner, A. M., Ph. D.	June 12	17
41 .....do.....	Baltimore University, School of Law.	1890	Thomas R. Clendinen.....	June 1	8
42 .....do.....	University of Maryland, School of Law.*	1814	John P. Poe.....	June 30	11
43 Boston, Mass.....	Boston University, Law School.	1872	Samuel C. Bennett.....	June 5	11
44 .....do.....	Y. M. C. A. Evening Law School.	1898	Frank P. Speare.....	May 29	11
45 Cambridge, Mass.....	Harvard University, Law School.	1817	James Barr Ames, LL. D..	June 24	9
46 Ann Arbor, Mich.....	University of Michigan, Department of Law.	1859	Harry B. Hutchins, LL. D.	June 19	12
47 Detroit, Mich.....	Detroit College of Law.....	1891	Philip T. Van Zile, LL. D..	June 13	20
48 Austin, Minn.....	Austin College of Law, Southern Minnesota Normal College.	1899	F. W. Greenman.....	June 12	2
49 Minneapolis, Minn.....	University of Minnesota, College of Law.	1888	William S. Pattee, LL. D..	June 1	3
50 St. Paul, Minn.....	St. Paul College of Law.....	1900	Hiram F. Stevens.....	June 25	10
51 Jackson, Miss.....	Millsaps College, Law School	1897	G. D. Shands, LL. D.....	June 12	3
52 University, Miss.....	University of Mississippi, Law School.	1854	G. D. Shands, LL. D.....	June 5	2
53 Columbia, Mo.....	University of Missouri, Law Department.	1872	Alexander Martin, LL. D..	.....do.....	3
54 Kansas City, Mo.....	Kansas City School of Law.	1895	William P. Borland.....	June 8	13
55 St. Louis, Mo.....	Benton College of Law.....	1896	George L. Corlis.....	May 23	14
56 .....do.....	Missouri College of Law.....	1899	William J. Hopkins.....	June 10	3
57 .....do.....	St. Louis Law School, Washington University.	1867	Wm. S. Curtis.....	June 18	3
58 Lincoln, Nebr.....	University of Nebraska, College of Law.	1891	M. B. Reese.....	June 12	5
59 Omaha, Nebr.....	Western School of Law.....	1897	T. J. Mahoney.....	June 14	14
60 Albany, N. Y.....	Albany Law School, Union University.	1851	J. Newton Fiero, LL. D..	May 29	7
61 Brooklyn, N. Y.....	Brooklyn Law School.....	1901	W. Payson Richardson.....	June 12	5
62 Buffalo, N. Y.....	Buffalo Law School, University of Buffalo.	1887	Christopher G. Tiedeman, LL. D.	May 25	11
63 Ithaca, N. Y.....	Cornell University, College of Law.	1887	Francis M. Finch, LL. D..	June 19	6
64 New York, N. Y.....	Columbia University, School of Law.	1859	George W. Kirchwey.....	June 10	5
65 .....do.....	New York Law School.....	1891	George Chase.....	June 11	3
66 .....do.....	University Law School.....	1835	Clarence D. Ashley, LL. D.	.....do.....	9
67 Syracuse, N. Y.....	Syracuse University, College of Law.	1895	James B. Brooks, A. M., D. C. L.	.....do.....	4
68 Chapel Hill, N. C.....	University of North Carolina, Law Department.	1846	James C. MacRae, LL. D..	June 3	5
69 Raleigh, N. C.....	Shaw University, Law School.	1888	E. A. Johnson, LL. D.....	Mar. 12	1
70 Wake Forest, N. C.....	Wake Forest College, Law School.	1894	N. Y. Gulley, M. A.....	May 29	2
71 University, N. Dak.....	North Dakota University, Law Department.	1899	Guy C. H. Corliss.....	June 18	11
72 Ada, Ohio.....	Ada College of Law, Ohio Normal University.	1893	S. P. Axline, LL. D.....	June 5	2
73 Cincinnati, Ohio.....	University of Cincinnati, Law Department.	1833	Harlan Cleveland.....	June 15	14

*In 1901.

a Approximately.

b Not separate.

c Afternoon

of law for the year 1902—Continued.

Special or assistant instructors.	Students.					Years in course.	Weeks in year.	Tuition fee.	Graduation fee.	Fees of the entire course.	Value of grounds and buildings.	Endowment funds.	Total income, excluding benefactions.	Benefactions received.	Bound volumes in library.	Instruction in day or evening.
	Men.	Women.	Graduated in 1902.	Students having A. B. or B. S.												
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
1	17	.....	*11	....	2	32	\$75	\$7	\$157	.....	.....	.....	.....	*300	Day .. 36
0	60	.....	30	.....	2	28	75	.....	.....	.....	.....	.....	.....	.....	Day .. 37
5	78	.....	40	.....	2	25	90	0	.....	.....	0	\$5,600	0	.....	(c) 38
7	46	0	14	7	3	32	60	10	.....	.....	.....	.....	0	3,000	Day .. 39
0	48	.....	10	.....	3	34	50	20	180	.....	.....	.....	.....	1,000	Even.. 40
1	31	0	8	3	3	32	50	20	170	.....	.....	1,550	.....	.....	Even.. 41
0	250	0	55	88	3	36	70	19	232	\$10,000	.....	.....	.....	.....	(f) 42
24	326	8	77	68	3	32	150	.....	450	250,000	0	36,814	.....	10,000	Day .. 43
0	194	.....	21	4	4	34	59	2	206	.....	.....	.....	.....	340	Even.. 44
4	633	0	148	583	3	39	150	0	450	.....	.....	122,600	.....	66,000	Day .. 45
17	878	5	257	40	3	36	35	10	125	.....	.....	.....	.....	19,758	Day .. 46
.....	186	.....	55	14	3	36	60	10	190	.....	\$5,768	11,908	.....	11,000	Even.. 47
8	10	0	1	1	3	40	50	5	155	(b)	.....	.....	.....	.....	48
12	497	7	78	.....	3	36	60	0	190	50,000	.....	.....	.....	.....	(e) 49
.....	83	2	20	.....	3	38	60	10	190	.....	.....	5,000	0	300	Even.. 50
5	18	0	12	.....	2	36	50	5	105	(b)	.....	.....	.....	.....	Day .. 51
2	53	0	25	.....	2	36	50	.....	.....	(b)	.....	.....	.....	1,500	Day .. 52
5	142	1	71	17	3	38	10	0	30	.....	.....	15,000	.....	10,000	Day .. 53
1	172	4	67	62	3	39	50	10	160	0	0	6,633	.....	0	Even.. 54
0	100	2	21	.....	3	36	60	10	130	.....	.....	.....	.....	400	Even.. 55
13	92	2	23	18	2	36	60	10	130	.....	.....	.....	.....	360	(g) 56
13	117	1	46	40	2	36	80	0	160	50,000	77,000	11,902	.....	10,000	Day .. 57
4	159	2	59	25	2	36	45	.....	.....	(b)	.....	.....	.....	4,000	Day .. 58
.....	17	.....	5	0	3	36	20	.....	.....	.....	0	.....	.....	.....	Even.. 59
9	132	.....	60	51	2	33	100	5	.....	22,000	0	13,002	\$10,000	2,833	Day .. 60
3	27	1	.....	5	2,3	35	90	.....	.....	.....	.....	.....	.....	1,000	(h) 61
11	51	.....	27	.....	2	34	100	.....	200	.....	.....	.....	.....	0	Day .. 62
4	194	4	82	16	3	35	100	5	305	103,000	(b)	.....	.....	30,000	Day .. 63
6	440	.....	110	268	3	35	150	25	480	(b)	(b)	.....	.....	23,000	Day .. 64
14	831	.....	158	289	2	36	100	10	220	0	93,733	79,323	.....	10,193	(d) 65
5	563	48	143	283	2,3	35	100	20	.....	*150,000	*5,000	.....	.....	16,000	(d) 66
23	142	1	26	14	3	38	100	5	.....	.....	.....	4,813	.....	1,757	Day .. 67
.....	61	.....	3	19	2	40	75	10	175	(b)	.....	.....	.....	2,000	Day .. 68
1	8	.....	2	.....	3	24	70	10	220	.....	.....	488	.....	0	Day .. 69
.....	62	0	6	7	2	40	60	5	125	(b)	.....	.....	.....	1,000	Day .. 70
6	20	.....	7	.....	2	38	50	5	.....	.....	.....	.....	.....	.....	Day .. 71
2	160	2	25	15	3	32	45	.....	.....	.....	.....	.....	.....	.....	Day .. 72
0	67	.....	29	.....	3	36	100	0	300	60,000	7,500	15,000	25,000	6,500	Day .. 73

d A day course and an evening course.

f From 4 to 7 p. m.

g The hours for lectures are 8.30 a. m. and 4.15 p. m.; the night school at 7.30 and 8.15.

h Afternoon and evening.

TABLE 9.—*Statistics of schools*

	Location.	Name of institution.	Year of first opening.	President or dean.	Session closes—	Number of professors.
	1	2	3	4	5	6
74	Cincinnati, Ohio..	Y. M. C. A. Law School of McDonald Educational Institute.	1893	Robert M. Ochiltree.....	June 1	14
75	Cleveland, Ohio..	Cleveland Law School of Baldwin University.	1897	Charles S. Bentley, A. M..	June 12	11
76	.....do	Western Reserve University, Franklin T. Backus Law School.	1892	Evan H. Hopkins	June 13	12
77	Columbus, Ohio..	Ohio State University, College of Law.	1891	W. F. Hunter.....	June 15	7
78	Portland, Oreg ...	University of Oregon, School of Law.	1884	Richard H. Thornton ...	May 20	1
79	Salem, Oreg	Willamette University, Law Department.	1884	W. C. Hawley, A. M.....	June 12	7
80	Carlisle, Pa.	Dickinson School of Law ..	1884	William Trickett, LL. D..	June 3	5
81	Philadelphia, Pa.	Philadelphia Law School of Temple College.	1894	William A. Brown.....	June 15	6
82	.....do	University of Pennsylvania, Department of Law.	1790	Wm. Draper Lewis, Ph. D. ....do ...	.....do ...	13
83	Pittsburg, Pa	Pittsburg Law School, Western University of Pennsylvania.	1895	John D. Shafer	May 30	6
84	Providence, R. I..	Rhode Island Law School*.	1898	William G. Webster	May 31	14
85	Columbia, S. C....	South Carolina College, Department of Law.	1884	Joseph D. Pope, A. M., LL. D.	June 11	1
86	Chattanooga, Tenn.	Grant University, Law Department.	1899	Charles R. Evans.....	June 1	11
87	Harriman, Tenn..	American University of Harriman, Law Department.	1894	S. C. Brown, A. M.....	May 20	2
88	Jackson, Tenn....	Southwestern Baptist University, Department of Law.*	1900	James H. Land.....	June 1	4
89	Knoxville, Tenn .	University of Tennessee, Law Department.	1890	Henry H. Ingersoll, LL. D.	June 17	2
90	Lebanon, Tenn....	Cumberland University, Law School.	1847	Nathan Green, LL. D.....	June 5	2
91	Nashville, Tenn..	Vanderbilt University, Law Department.	1875	Thomas H. Malone, M. A.	June 21	4
92	.....do	Walden University, Law Department.	.....	George T. Robinson, A. M.	May 13	7
93	Sewanee, Tenn....	University of the South, Law Department.	1893	A. T. McNeal.....	.....	14
94	Austin, Tex	University of Texas, Law Department.	1883	Yancey Lewis	June 8	5
95	Fort Worth, Tex..	Fort Worth University, Law Department.	1893	O. S. Lattimore.....	May 22	3
96	Charlottesville, Va.	University of Virginia, Law School.	1826	W. M. Lile.....	June 15	3
97	Lexington, Va....	Washington and Lee University, Law School.	1866	W. R. Vance, Ph. D.....	June 17	3
98	Richmond, Va....	Richmond College, School of Law.	1870	F. W. Boatwright, LL. D...	June 11	3
99	Seattle, Wash.....	University of Washington, Law School.	1899	John T. Condon	June 18	5
100	Morgantown, W. Va.	West Virginia University, College of Law.	1878	Okey Johnson, A. M	June 21	3
101	Madison, Wis	University of Wisconsin, College of Law.	1868	Edwin E. Bryant.....	June 18	5
102	Milwaukee, Wis ..	Milwaukee Law School .....	.....	H. E. Bemis, secretary	June 6	3

* In 1901.

of law for the year 1902—Continued.

Special or assistant instructors.	Students.					Years in course.	Weeks in year.	Tuition fee.	Graduation fee.	Fees of the entire course.	Value of grounds and buildings.	Endowment funds.	Total income, excluding benefactions.	Benefactions received.	Bound volumes in library.	Instruction in day or evening.
	Men.	Women.	Graduated in 1902.	Students having A. B. or B. S.												
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
0	158	0	26	10	3	36	\$35	\$6				^a \$4,000	\$500	^a 1,000	Evening	74
.....	130	0	34	20	3	36	50	10	\$160	(b)	0	6,400	0		Evening	75
3	100	.....	21	9	.....	36	100	0	300	\$50,000	.....	.....	1,500	^a 10,000	Day	76
0	186	2	47	37	3	36	60	5	.....	.....	.....	(b)	.....	^a 3,500	(c)	77 ^m
3	25	0	14	6	2	32	60	10	130	.....	0	.....	0	.....	Evening	78
.....	12	0	2	.....	2	32	60	10	.....	(b)	(b)	.....	.....	.....	Evening	79
.....	105	0	23	.....	3	33	95	10	295	.....	\$5,000	.....	5,000	^a 5,000	Day	80
.....	76	2	11	.....	4	50	5	5	.....	.....	.....	.....	.....	.....	Evening	81
6	385	7	80	.....	3	36	160	0	485	500,000	22,000	51,500	.....	28,822	Evening	82
4	101	0	18	47	3	30	100	.....	310	0	0	.....	0	0	(c)	83
.....	39	1	18	2	3	32	80	0	240	0	0	.....	0	0	Evening	84
1	32	.....	*10	.....	2	33	40	5	.....	(b)	.....	.....	.....	.....	Day	85
2	33	.....	13	1	2	36	50	10	115	(b)	.....	.....	.....	.....	Evening	86
5	10	.....	2	2	2	36	54	5	113	(b)	0	.....	.....	.....	.....	87
3	52	.....	28	.....	1	40	60	0	.....	.....	.....	.....	.....	.....	Day	88
4	48	0	13	6	2	39	60	6	136	(b)	0	^a 2,700	.....	^a 800	Day	89
.....	70	.....	45	.....	1	40	100	15	115	.....	.....	.....	.....	.....	Day	90
2	45	.....	20	.....	2	40	100	5	225	125,000	(b)	.....	.....	7,000	Day	91
.....	13	.....	5	.....	2	33	30	10	.....	.....	.....	.....	.....	.....	.....	92
11	17	0	4	.....	2	40	100	10	.....	.....	.....	.....	.....	600	Day	93
4	166	0	74	18	2	27	0	0	30	.....	.....	.....	.....	.....	Day	94
.....	8	.....	.....	.....	2	34	37	10	85	.....	.....	.....	.....	.....	Evening	95
0	185	0	51	54	2	40	100	.....	280	(b)	0	.....	0	5,000	Day	96
1	57	.....	17	10	2	40	105	0	.....	(b)	(b)	.....	.....	5,000	Day	97
0	45	0	12	.....	2	38	150	5	.....	25,000	30,000	3,500	.....	1,000	(d)	98
9	65	3	11	.....	2	33	25	5	.....	(b)	.....	.....	.....	1,200	Day	99
0	117	0	17	.....	2	40	.....	.....	.....	(b)	.....	.....	.....	1,200	Day	100
1	260	.....	60	14	3	36	150	0	150	100,000	0	13,870	0	^a 5,000	Day	101
.....	50	.....	0	.....	36	50	0	0	.....	.....	.....	^a 3,000	.....	.....	Evening	102

^a Approximately.

^b Not separate.

^c Afternoon.

^d From 4.30 to 7 p. m.

TABLE 10.—Statistics of schools of

	Location.	Name of institution.	Year of first opening.	President or dean.	Session closes—	Number of professors.	Special or assistant instructors.
	1	2	3	4	5	6	7
1	Birmingham, Ala.	Birmingham Medical College.*	1894	B. L. Wyman, A. M. . . .	Apr. 1	11	7
2	Mobile, Ala.	Medical College of Alabama, University of Alabama.	1859	George A. Ketchum. . .	Apr. 6	9	10
3	Little Rock, Ark. . .	University of Arkansas, Medical Department.	1879	James A. Dibrell	Apr. 11	16	5
4	Los Angeles, Cal. . .	University of Southern California, College of Medicine.	1885	H. G. Brainerd	June 15	25	9
5	San Francisco, Cal. .	College of Physicians and Surgeons.	1896	D. A. Hodghead, A. M. . .	June 25	33	12
6	.....do	Cooper Medical College . . .	1858	Henry Gibbons, jr., A. M.	Apr. 23	15	10
7	.....do	University of California, Medical Department.	1862	A. A. D'Ancona	May 15	19	20
8	Boulder, Colo.	University of Colorado, Medical Department.	1883	L. M. Giffin.	June 5	16	6
9	Denver, Colo.	Denver College of Medicine, University of Denver. c	1881	Henry Sewall.	May 13	19	15
10	.....do	Gross Medical College. e. . . .	1887	T. H. Hawkins, A. M., LL. D.	May 22	25	10
11	New Haven, Conn. . .	Yale University, Department of Medicine.	1813	Herbert E. Smith.	June 23	11	16
12	Washington, D. C. . .	Army Medical School	1893	.....	Mar. 28	5	3
13	.....do	Columbian University, Medical Department.	1822	Emil A. de Schweinitz	June 5	27	23
14	.....do	Georgetown University, Medical School.	1850	George M. Kober.	May 31	11	15
15	.....do	Howard University, Medical Department.	1868	Robert Reyburn, A. M.	May 10	15	6
16	.....do	National University, Medical Department.	1884	Howard H. Barker	June 1	26	4
17	Atlanta, Ga.	Atlanta College of Physicians and Surgeons.	1854	W. S. Kendrick.	Apr. 1	14	5
18	Augusta, Ga.	Medical College of Georgia, University of Georgia.	1829	Eugene Foster . . . . .	.....do . . .	14	.....
19	Chicago, Ill.	American Medical Missionary College.	1895	John H. Kellogg	June 24	21	8
20	.....do	College of Physicians and Surgeons, University of Illinois.	1882	William E. Quine	Apr. 20	40	35
21	.....do	Harvey Medical College. . . .	1891	Frances Dickinson. . . .	June 30	50	4
22	.....do	Illinois Medical College. . . .	1894	B. Brindley Eads.	Sept. 30	31	15
23	.....do	Jenner Medical College	1893	.....	June 30	26	10
24	.....do	Northwestern University Medical School.	1859	Nathan S. Davis, jr. . . . .	.....	38	15
25	.....do	Rush Medical College, University of Chicago.	1267	{ Frank Billings, M. S. . . . } { John M. Dodson. }	June 18	22	115
26	Fort Wayne, Ind. . . .	Fort Wayne College of Medicine.	1879	C. B. Stemen, A. M., LL. D.	Apr. 21	25	8
27	Indianapolis, Ind. . .	Central College of Physicians and Surgeons.	1879	Allison Maxwell.	Apr. 20	25	12
28	.....do	Medical College of Indiana, University of Indianapolis.	1869	Henry Jameson	Apr. 24	24	15
29	Des Moines, Iowa. . .	Medical College of Drake University.	1886	Lewis Schooler, LL. D.	Apr. 23	16	6
30	Iowa City, Iowa	State University of Iowa, College of Medicine.	1870	.....	June 12	12	16
31	Keokuk, Iowa	Keokuk Medical College. . . .	1849	Oliver D. Walker.	Apr. 15	20	10
32	Sioux City, Iowa. . . .	Sioux City College of Medicine.	1889	H. A. Wheeler, A. M. . . .	Apr. 30	12	4
33	Kansas City, Kans. . .	College of Physicians and Surgeons.	1894	J. W. May	Apr. 1	26	8
34	Lawrence, Kans. . . .	University of Kansas, School of Medicine (preparatory).	1898	S. W. Williston	June 10	9	3
35	Topeka, Kans.	Kansas Medical College. . . .	1889	John E. Minney, A. M.	Mar. 27	24	10

*In 1901.

c Approximately.

d Not separate.

TABLE 10.—Statistics of schools of

	Location.	Name of institution.	Year of first opening.	President or dean.	Session closes—	Number of professors.	Special or assistant instructors.
	1	2	3	4	5	6	7
36	Louisville, Ky	Hospital College of Medicine	1872	P. Richard Taylor	July 1	9	12
37	do	Kentucky School of Medicine.	1850	Wm. H. Wathen, A. M., LL. D.	July 10	13	12
38	do	Kentucky University, Medical Department.	1898	T. C. Evans	July 2	14	....
39	do	Louisville Medical College.	1869	C. W. Kelly	Mar. 27	12	8
40	do	Louisville National Medical College.	.....	W. A. Burney	May 5	16	5
41	do	University of Louisville, Medical Department.	1837	J. M. Bodine	July 1	10	10
42	New Orleans, La.	New Orleans University, Flint Medical College.	1889	H. J. Clements	Mar. 1	8	5
43	do	Tulane University of Louisiana, Medical Department.	1834	Stanford E. Chaillé, A. M., LL. D.	Apr. 29	7	15
44	Brunswick, Me	Medical School of Maine at Bowdoin College.	1820	Alfred Mitchell, A. M.	June 25	13	5
45	Portland, Me	Portland School of Medical Instruction (preparatory).	1858	Charles D. Smith	Dec. 18	14	3
46	Baltimore, Md.	Baltimore Medical College.	1881	David Streett, A. M.	Apr. 29	21	10
47	do	Baltimore University, School of Medicine.	1883	H. H. Biedler, A. M.	Apr. 15	10	11
48	do	College of Physicians and Surgeons.	1872	Thomas Opie	do	14	19
49	do	Johns Hopkins University Medical School.	1893	W. H. Howell, Ph. D., LL. D.	June 10	18	21
50	do	Maryland Medical College.	1898	J. Wm. Funck	May 20	14	8
51	do	University of Maryland, Medical College.	1807	R. Dorsey Coale, Ph. D.	May 15	11	21
52	do	Woman's Medical College.	1882	Joseph T. Smith	May 29	16	8
53	Boston, Mass.	College of Physicians and Surgeons.	1880	John H. Jackson	June 18	24	9
54	do	Harvard Medical School	1782	Wm. L. Richardson	June 25	32	111
55	do	Tufts College Medical School.	1893	Harold Williams	May 28	24	8
56	Ann Arbor, Mich.	University of Michigan, Department of Medicine and Surgery.	1850	Victor C. Vaughan, Sc. D.	June 21	19	19
57	Detroit, Mich.	Detroit College of Medicine.	1868	Theodore A. McGraw	May 7	21	32
58	do	Michigan College of Medicine and Surgery.	1888	Hal C. Wyman	Apr. 24	15	8
59	Grand Rapids, Mich.	Grand Rapids Medical College.	1897	Wm. Fuller	June 2	22	5
60	Saginaw, Mich.	Saginaw Valley Medical College.	1896	L. W. Bliss	May 22	24	6
61	Minneapolis, Minn	Minneapolis College of Physicians and Surgeons, Hamline University.	1883	Leo M. Crafts	June 11	24	4
62	do	University of Minnesota, College of Medicine and Surgery.	1888	Parks Ritchie	June 4	33	26
63	Columbia, Mo	Missouri University, Medical Department.	1873	Andrew W. McAlester, A. M., LL. D.	May 31	13	7
64	Kansas City, Mo.	Kansas City Medical College.	1869	A. L. Fulton	Mar. 21	19	10
65	do	Medico-Chirurgical College.	1898	George O. Coffin	do	32	15
66	do	University Medical College.	1881	Samuel C. James	Mar. 27	21	11
67	do	Woman's Medical College.	1895	Nannie P. Lewis, A. M.	Mar. 26	32	6
68	St. Joseph, Mo	Central Medical College	1894	T. E. Potter	Mar. 1	15	13
69	do	Ensworth Medical College.	1872	Jacob Geiger, LL. D.	Mar. 16	19	6
70	St. Louis, Mo.	Barnes Medical College	1892	A. M. Carpenter	Apr. 12	24	8
71	do	Marion Sims Beaumont College of Medicine.	.....	.....	May 1	38	38
72	do	St. Louis College of Physicians and Surgeons.	1879	Waldo Briggs	Apr. 9	21	10
73	do	Washington University, Medical Department.	1840	John B. Shapleigh	May. 8	33	....

medicine for the year 1901-1902—Continued.

Students.			Students having A. B. or B. S.	Years in the course.	Weeks in year.	Tuition fee.	Graduation or examination fee.	Fees of entire course.	Value of grounds and buildings.	Endowment funds.	Total income, excluding benefactions.	Benefactions received.	Bound volumes in library.	Instruction in day or evening.
Men.	Women.	Graduated in 1902.												
8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
397	0	62	21	4	26	\$110	\$30	.....	\$75,000	0	.....	0	500	Day .. 36
290	5	45	.....	4	27	110	.....	.....	* 150,000	.....	.....	.....	.....	Day .. 37
238	.....	18	25	4	26	75	30	.....	60,000	.....	.....	.....	.....	Day .. 38
225	.....	29	25	4	27	100	0	.....	150,000	0	\$20,000	0	.....	Day .. 39
24	1	7	.....	4	30	30	20	α\$217	.....	.....	.....	.....	.....	Day .. 40
180	.....	31	.....	4	26	75	30	.....	100,000	.....	.....	.....	.....	Day .. 41
43	4	4	5	4	26	30	10	150	25,000	\$50,000	.....	.....	1,000	Day .. 42
398	.....	49	.....	4	26	α140	30	α 600	150,000	.....	.....	.....	α 3,400	Day .. 43
90	0	4	18	4	26	100	25	.....	.....	91,966	11,461	0	3,700	Day .. 44
11	.....	.....	3	.....	22	50	.....	.....	0	0	.....	.....	500	Day .. 45
532	.....	93	.....	4	30	75	30	.....	* 250,000	.....	.....	.....	.....	Day .. 46
63	0	31	.....	4	28	75	30	α 400	25,000	.....	.....	.....	.....	Day .. 47
305	.....	58	.....	4	28	100	30	α 430	200,000	.....	.....	.....	.....	Day .. 48
204	25	57	229	4	42	200	0	800	* 171,000	*423,866	.....	.....	α 2,500	Day .. 49
130	0	40	11	3	36	75	30	400	30,000	0	.....	0	.....	Day .. 50
366	0	76	91	4	33	100	30	490	300,000	.....	.....	.....	1,000	Day .. 51
.....	25	4	4	4	32	105	30	.....	10,000	.....	1,818	.....	502	Day .. 52
115	16	9	.....	4	33	100	30	α 475	.....	.....	.....	.....	.....	Day .. 53
506	.....	120	228	4	38	200	30	α 766	.....	.....	.....	.....	2,279	Day .. 54
180	59	44	23	4	32	125	30	.....	214,000	0	α\$20,000	.....	675	Day .. 55
470	40	82	89	4	36	35	10	355	(b)	.....	.....	.....	α15,000	Day .. 56
242	0	48	17	4	30	65	30	410	110,000	0	24,211	0	1,200	Day .. 57
57	2	13	3	4	28	60	25	310	25,000	0	.....	0	0	Day .. 58
42	6	19	5	4	28	85	25	.....	3,000	.....	3,300	0	300	Day .. 59
95	5	41	2	4	29	50	25	340	40,000	0	8,925	0	0	Day .. 60
133	6	26	12	4	33	80	0	333	30,000	0	9,700	0	0	Day .. 61
341	20	61	8	4	34	100	0	430	(b)	.....	.....	0	5,000	Day .. 62
87	3	0	.....	4	36	0	0	.....	(b)	.....	(b)	.....	.....	Day .. 63
112	0	18	25	4	26	α 80	20	325	15,000	0	6,120	.....	.....	Day .. 64
112	0	12	18	4	26	70	25	270	27,000	0	3,723	0	.....	Day .. 65
225	.....	27	.....	4	28	α 80	.....	.....	* 100,000	.....	.....	.....	.....	Day .. 66
.....	16	6	.....	4	26	50	25	α 256	.....	.....	.....	.....	.....	Day .. 67
81	5	11	3	4	26	50	25	α 300	25,000	0	3,000	.....	0	Day .. 68
88	0	13	6	4	26	50	25	.....	60,000	.....	.....	0	.....	Day .. 69
477	25	78	50	4	30	60	25	.....	250,000	.....	.....	.....	.....	Day .. 70
488	.....	55	.....	4	30	α 80	.....	.....	.....	.....	.....	.....	.....	Day .. 71
280	.....	50	.....	4	30	α 70	25	.....	.....	.....	.....	.....	.....	Day .. 72
250	.....	43	22	4	32	100	0	421	.....	.....	.....	.....	.....	Day .. 73

* In 1901.

α Approximately.

b Not separate.

TABLE 10.—Statistics of schools of

	Location.	Name of institution.	Year of first opening.	President or dean.	Session closes—	Number of professors.	Special or assistant instructors.
	1	2	3	4	5	6	7
74	Omaha, Nebr.	John A. Creighton Medical College, Creighton University.	1892	D. C. Bryant.....	May 1	32	6
75	.....do	Omaha Medical College, University of Omaha.	1880	Harold Gifford.....	Apr. 24	23	10
76	Hanover, N. H.	Dartmouth Medical College.	1798	Wm. T. Smith, LL.D. ....	.....	17	5
77	Albany, N. Y.	Albany Medical College....	1838	Willis G. Tucker	May 6	14	16
78	Brooklyn, N. Y. ...	Long Island College Hospital Medical College.	1859	J. H. Raymond, sec....	May 16	9	11
79	Buffalo, N. Y.	University of Buffalo, Medical Department.	1845	Matthew D. Mann, A. M.	May 2	7	51
80	New York, N. Y. ...	College of Physicians and Surgeons, Columbia University.	1807	James W. McLane....	June 10	34	66
81	.....do	Cornell University Medical College.	1898	Wm. M. Polk, LL. D. ..	May 24	29	41
82	.....do	University and Bellevue Hospital Medical College.	.....	Edward G. Janeway, LL. D.	June 5	27	9
83	Syracuse, N. Y.	Syracuse University, College of Medicine.	1872	Henry D. Didama, LL. D.	June 10	13	24
84	Chapelhill, N. C. ..	University of North Carolina, Medical School.	1878	Richard H. Whitehead.	June 4	17	6
85	Davidson, N. C.	North Carolina Medical College.	1893	J. P. Munroe	May 11	5	1
86	Raleigh, N. C.	Leonard Medical School of Shaw University.	1882	James McKee.....	Apr. 14	8	2
87	Cincinnati, Ohio..	Laura Memorial Woman's Medical College.	1895	John M. Withrow, A. M.	May 1	19	7
88	.....do	Medical College of Ohio, University of Cincinnati.	1819	P. S. Connor, LL. D. ...	May 6	17	15
89	.....do	Miami Medical College....	1852	John C. Oliver	May 1	23	15
90	Cleveland, Ohio ..	Cleveland College of Physicians and Surgeons, Ohio Wesleyan University.	1863	C. B. Parker, M. R. C. S. Eng.	.....do ...	22	33
91	.....do	Western Reserve University, Medical College.	1843	B. L. Millikin	June 12	26	18
92	Columbus, Ohio ..	Ohio Medical University ...	1892	George M. Waters, A. M.	Apr. 15	25	4
93	.....do	Starling Medical College....	1847	Starling Loving, LL. D.	Apr. 10	13	12
94	Toledo, Ohio.....	Toledo Medical College	1882	Wm. A. Dickey, A. M.	Apr. 24	17	15
95	Portland, Oreg.....	University of Oregon, Medical Department.	1887	S. E. Josephi.....	Apr. 1	14	9
96	Salem, Oreg.	Willamette University, Medical Department.	1865	W. H. Byrd.....	Apr. 2	15	0
97	Philadelphia, Pa.	Jefferson Medical College ..	1825	James W. Holland ...	May 29	24	35
98	.....do	Medico-Chirurgical College	1881	Seneca Egbert, A. M. ...	May 23	25	38
99	.....do	Philadelphia Medical School of Temple College.	1901	W. Wallace Fritz.....	June 11	11	.....
100	.....do	University of Pennsylvania, Department of Medicine.	1765	John Marshall, Nat. Sci. D.	June 16	28	43
101	.....do	Woman's Medical College of Pennsylvania.	1850	Clara Marshall.....	May 21	10	10
102	Pittsburg, Pa.	Western Pennsylvania Medical College, Western University of Pennsylvania.	1885	J. C. Lange	June 1	30	20
103	Charleston, S. C. ...	Medical College of the State of South Carolina.	1823	Francis L. Parker	Apr. 5	10	13
104	Chattanooga, Tenn.	Chattanooga Medical College, U. S. Grant University.	1889	E. A. Cobleigh, A. M. .	Apr. 15	10	14
105	.....do	Chattanooga National Medical College.	1898	T. W. Haigler	Mar. 28	10	7
106	Knoxville, Tenn..	Knoxville Medical College.	1895	Edwin L. Randall....	June 1	8	2
107	.....do	Tennessee Medical College.	1887	C. P. McNabb	Apr. 1	14	5

medicine for the year 1901-1902—Continued.

Students.																		
Men.	Women.	Graduated in 1902.	Students having A. B. or B. S.		Years in the course.		Weeks in year.		Tuition fee.	Graduation or examination fee.	Fees of entire course.	Value of grounds and buildings.	Endowment funds.	Total income, excluding benefactions.	Benefactions received.	Bound volumes in library.	Instruction in day or evening.	
			10	11	12	13	14	15											16	17	18	19	20	21	22
132	15	37	23	4	32	580	...	\$340							\$2,000		Day ..	74
146	7	38	6	4	30	75				\$50,000							Day ..	75
72	0	16	....	4	32	110	\$25	a 500									Day ..	76
154	0	26	4	4	32	100	25	495	100,000	\$12,500	\$19,361						Day ..	77
245	0	28	30	4	30	a170	25	700									Day ..	78
227	12	38	21	4	30	125	....	640	218,588	10,000	32,783	0	6,255			Day ..	79	
827	....	145	60	4	32	200	25	830	a2,250,000	*478,227						Day ..	80	
313	15	53	14	4	30	150	25	745	(b)	(b)					2,200	Day ..	81	
306	0	48	46	4	36	180	25	740							375	Day ..	82	
112	16	21	15	4	32	125	0	520	94,094	0	22,107				6,321	Day ..	83	
62	0	....	....	4	36	75	....	....									Day ..	84
55	0	18	....	3	33	85	....	....									Day ..	85
106	....	21	....	4	28	75	10	310	18,000	5,000	2,755	2,321				Day ..	86	
....	26	9	....	4	30	....	....	....									Day ..	87
178	1	47	....	4	....	100	25	....	30,000								Day ..	88
97	0	31	....	4	28	100	25	....	20,000	0	10,000	0	0			Day ..	89	
77	7	30	14	4	32	110	....	483	78,000	8,500			300			Day ..	90	
126	0	36	30	4	32	125	0	520	300,000	200,000	26,000	5,600				Day ..	91	
209	8	61	45	4	26	50	10	277	85,000	0	14,000				800	Day ..	92	
166	0	32	15	4	26	50	25	284	150,000	0	9,580	0	a 2,000			Day ..	93	
55	3	10	2	4	28	75	....	305	*25,000						1,500	Day ..	94	
67	13	20	11	4	26	a100	30	410							a1,000	Day ..	95	
27	....	5	....	4	26	a 85	....	....									Day ..	96
724	0	140	....	4	30	150	....	605	1,000,000						4,000	Day ..	97	
447	....	85	....	4	34	130	25	a 525	a 400,000								Day ..	98
34	4	0	4	5	39	125	5	630		0							Eye ..	99
542	....	151	170	4	36	200	0	....	269,414	51,120	106,849	0	10,000			Day ..	100	
0	159	27	22	4	34	a125	0	519	123,000	276,314					2,600	Day ..	101	
327	8	48	42	4	32	130	0	....	160,000	0	42,000	0	600			Day ..	102	
87	2	4	....	4	26	a 90	....	....									Day ..	103
248	4	41	....	4	26	50	30	....	a 125,000	0							Day ..	104
23	....	7	2	4	30	50	20	220										105
21	0	2	3	4	26	37	10	158		0	790						Day ..	106
100	0	23	35	4	24	60	25	....	20,000						0		Day ..	107

* In 1901.

a Approximately.

b Not separate.

TABLE 10.—Statistics of schools of

	Location.	Name of institution.	Year of first opening.	President or dean.	Session closes—	Number of professors, Special or assistant instructors.	
	1	2	3	4	5	6	7
108	Memphis, Tenn...	Memphis Hospital Medical College.	1880	Wm. B. Rogers	Apr. 30	10	22
109	Nashville, Tenn ..	Meharry Medical College of Walden University.	1876	G. W. Hubbard	Feb. 26	9	7
110	.....do	University of Nashville, Medical Department.	1850	Wm. G. Ewing.....	Apr. 1	12	2
111	.....do	University of Tennessee, Medical Department.	1876	Paul F. Eve .....	.....do ...	12	6
112	.....do	Vanderbilt University, Medical Department.	1874	Wm. L. Dudley.....	Apr. 3	16	6
113	Sewanee, Tenn ...	Sewanee Medical College, University of the South.	1891	John S. Cain	Jan. 25	7	15
114	Dallas, Tex	Dallas Medical College, Trinity University.	1901	Hugh L. McNew	Apr. 1	17	13
115	.....do	University of Dallas, Medical Department.	1900	Charles M. Rosser.....	.....do ...	10	13
116	Fort Worth, Tex..	Fort Worth University, Medical Department.	1894	Bacon Saunders, LL. D.	Apr. 5	16	12
117	Galveston, Tex ...	University of Texas, Medical Department.	1891	Allen J. Smith	May 31	8	16
118	Burlington, Vt....	University of Vermont, Medical Department.	1823	B. J. Andrews	June 26	20	7
119	Charlottesville, Va.	University of Virginia, Department of Medicine.	1825	P. B. Barringer, LL. D.	June 19	7	21
120	Richmond, Va.....	Medical College of Virginia.	1838	Christopher Tompkins	May 8	15	22
121	.....do	University College of Medicine.	1893	J. Allison Hodges	May 15	16	24
122	Milwaukee, Wis ..	Milwaukee Medical College	1894	W. H. Neilson	May 1	22	28
123	.....do	Wisconsin College of Physicians and Surgeons.	1893	A. H. Levings	Apr. 30	27	21
		<i>Homeopathic.</i>					
124	San Francisco, Cal.	Hahnemann Medical College of the Pacific.	1884	James W. Ward	Nov. 20	18	18
125	Denver, Colo	Denver Homeopathic College.	1894	James P. Willard.....	Apr. 24	24	9
126	Chicago, Ill	Chicago Homeopathic Medical College.	1875	A. C. Cowperthwaite, LL. D.	Apr. 28	32	20
127	.....do	Dunham Medical College	1895	James T. Kent, A. M.	Apr. 24	16	11
128	.....do	Hahnemann Medical College.	1860	E. Stillman Bailey ...	Apr. 17	25	23
129	.....do	Hering Medical College....	1890	Henry C. Allen	Apr. 11	18	10
130	Iowa City, Iowa ..	State University of Iowa, College of Homeopathic Medicine.	1877	George Royal	June 6	5	5
131	Louisville, Ky....	Southwestern Homeopathic Medical College.	1892	A. Leight Monroe ...	Apr. 30	15	14
132	Baltimore, Md....	Southern Homeopathic Medical College.	1891	George T. Shower, A. M.	May 5	10	14
133	Boston, Mass	Boston University, School of Medicine.	1873	John P. Sutherland ..	June 1	22	26
134	Ann Arbor, Mich.	University of Michigan, Homeopathic Medical College.	1875	W. B. Hinsdale	June 21	6	5
135	Detroit, Mich....	Detroit Homeopathic College.	1872	D. A. MacLachlan....	Apr. 22	13	11
136	Minneapolis, Minn.	University of Minnesota, College of Homeopathic Medicine and Surgery.	1886	A. P. Williamson	June 5	15	10
137	Kansas City, Mo..	Hahnemann Medical College, Kansas City University.	1896	W. H. Jenney	Apr. 15	22	3
138	St. Louis, Mo	Homeopathic Medical College of Missouri.	1857	W. B. Morgan, A. M...	Apr. 19	22	10
139	New York, N. Y..	New York Homeopathic Medical College and Hospital.	1860	William H. King	May 5	27	16

medicine for the year 1901-1902—Continued.

Students.		Graduated in 1892.	Students having A. B. or B. S.	Years in the course.	Weeks in year.	Tuition fee.	Graduation or examination fee.	Fees of entire course.	Value of grounds and buildings.	Endowment funds.	Total income, excluding benefactions.	Benefactions received.	Bound volumes in library.	Instruction in day or evening.
Men.	Women.													
8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
687	0	171	32	4	26	\$75	\$30	.....	\$100,000	0	\$57,525	0	2,150	Day .. 108
225	8	56	26	4	26	40	10	\$170	30,000	\$2,800	10,119	.....	800	Day .. 109
257	3	34	23	4	26	65	25	295	40,000	.....	.....	.....	550	Day .. 110
153	....	16	8	4	26	100	25	425	36,000	.....	.....	.....	.....	Day .. 111
160	....	16	28	4	26	100	25	425	83,000	.....	15,082	.....	.....	Day .. 112
227	....	84	....	4	26	50	25	.....	(b)	.....	.....	.....	.....	Day .. 113
88	3	10	1	4	24	75	25	.....	.....	.....	4,850	.....	.....	Day .. 114
98	....	19	....	4	26	75	25	330	.....	.....	.....	.....	.....	..... 115
137	4	17	....	4	26	75	25	325	50,000	0	.....	0	0	Day .. 116
160	7	16	6	4	32	0	0	95	.....	0	45,000	.....	4,500	Day .. 117
210	....	32	....	4	30	.....	.....	.....	.....	.....	.....	.....	.....	Day .. 118
156	....	30	23	4	36	100	0	.....	(b)	.....	.....	.....	.....	Day .. 119
212	....	13	11	4	31	65	30	290	125,000	.....	17,909	.....	.....	Day .. 120
194	....	8	....	4	32	85	30	370	65,000	0	.....	0	.....	Day .. 121
164	1	29	....	4	28	120	10	490	200,000	0	.....	0	500	Day .. 122
122	3	19	10	4	30	89	15	.....	65,000	0	10,659	0	.....	Day .. 123
30	14	3	3	4	36	100	....	350	25,000	.....	3,500	\$1,200	3,200	Day .. 124
26	8	10	....	4	28	100	.....	.....	34,000	0	.....	0	.....	Day .. 125
120	10	24	15	4	28	100	0	425	56,000	.....	16,000	1,200	2,500	Day .. 126
53	12	22	11	4	28	100	0	405	40,000	0	4,250	0	1,253	Day .. 127
154	35	47	7	4	28	100	0	425	200,000	.....	.....	.....	.....	Day .. 128
35	30	16	8	4	28	100	0	.....	35,000	.....	.....	.....	400	Day .. 129
39	1	7	6	4	39	65	0	.....	50,000	0	.....	.....	400	Day .. 130
27	....	4	....	4	30	65	....	300	.....	.....	.....	.....	.....	Day .. 131
28	7	9	....	4	30	100	30	447	20,000	.....	3,419	.....	400	Day .. 132
90	35	23	20	4	30	125	30	520	200,000	48,000	17,790	2,130	4,000	Day .. 133
55	....	8	....	4	36	.....	.....	295	.....	.....	.....	.....	.....	Day .. 134
41	4	7	4	4	30	60	30	.....	60,000	.....	3,700	8,500	.....	Day .. 135
20	1	3	4	4	36	90	0	360	.....	.....	(b)	.....	3,000	Day .. 136
36	12	10	....	4	28	75	0	300	5,600	.....	.....	.....	.....	Day .. 137
67	....	12	....	4	30	65	25	225	.....	.....	.....	.....	.....	Day .. 138
106	....	23	15	4	40	125	30	515	105,000	.....	12,509	.....	4,000	Day .. 139

* In 1901.

α Approximately.

b Not separate.

TABLE 10.—Statistics of schools of

	Location.	Name of institution.	Year of first opening.	President or dean.	Session closes—	Number of professors, Special or assistant instructors.	
	1	2	3	4	5	6	7
140	New York, N. Y..	New York Medical College and Hospital for Women.	1863	M. Belle Brown	May 14	18	17
141	Cincinnati, Ohio..	Pulte Medical College.....	1872	J. D. Buck	May 5	20	11
142	Cleveland, Ohio..	Cleveland Homeopathic Medical College.	1849	Gaius J. Jones.....	Apr. 9	28	17
143	Philadelphia, Pa..	Hahnemann Medical College. <i>Eclectic, physiomedical, etc.</i>	1848	Pemberton Dudley, LL. D.	May 15	8	30
144	San Francisco, Cal.	California Medical College.	1878	D. Maclean.....	May 21	14	8
145	Atlanta, Ga	Georgia College of Eclectic Medicine and Surgery.	1839	A. G. Thomas, A. M., LL. D.	Apr. 1	10	1
146	Chicago, Ill	Bennett College of Eclectic Medicine and Surgery.	1868	Anson L. Clark, A. M.	May 13	32	10
147	.....do	Chicago Eclectic Medical College.	1901	Henry S. Tucker .....	.....	35	10
148	.....do	College of Medicine and Surgery.	1897	H. P. Nelson.....	.....	33	8
149	Indianapolis, Ind.	Physiomedical College of Indiana.	1873	N. D. Woodard	Mar. 18	22	2
150	Kansas City, Mo..	Eclectic Medical University	1898	.....	Mar. 14	14	6
151	St. Louis, Mo.....	American Medical College.	1873	E. Younkin	Apr. 2	15	3
152	Lincoln, Nebr....	Lincoln Medical College, Cotner University.	1889	J. M. Keys.....	.....do	22	2
153	New York, N. Y..	Eclectic Medical College of the City of New York.	1865	George W. Boskowitz, A. M.	May 1	12	16
154	Cincinnati, Ohio..	Eclectic Medical Institute..	1845	Frederick J. Locke...	Apr. 15	17	4

medicine for the year 1901-1902—Continued.

Students.		Graduated in 1902.	Students having A. B. or B. S.	Years in the course.	Weeks in year.	Tuition fee.	Graduation or examination fee.	Fees of entire course.	Value of grounds and buildings.	Endowment funds.	Total income, excluding benefactions.	Benefactions received.	Bound volumes in library.	Instruction in day or evening.	
Men.	Women.														
8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
	36	6	....	4	26	\$100	\$30	\$465	\$17,500	.....	.....	.....	.....	Day ..	140
82	6	10	....	4	29	75	25	340	75,000	.....	.....	.....	400	Day ..	141
102	9	30	10	4	26	100	25	440	100,000	0	\$11,000	.....	2,500	Day ..	142
269	....	58	....	4	30	125	30	550	*824,446	*\$244,775	.....	.....	*15,000	Day ..	143
84	....	6	....	4	34	.....	.....	.....	.....	.....	.....	.....	.....	Day ..	144
59	1	22	5	4	26	80	25	.....	10,000	.....	.....	0	.....	Day ..	145
117	9	21	....	4	32	100	.....	.....	20,000	.....	.....	.....	1,200	Day ..	146
22	1	0	9	4	32	100	0	400	.....	0	a2,000	.....	0	Day ..	147
25	20	8	5	4	31	95	15	.....	5,000	.....	.....	.....	.....	Day ..	148
30	2	4	6	4	26	70	.....	.....	20,000	.....	.....	.....	a500	Day ..	149
37	6	12	1	4	24	60	15	.....	.....	.....	1,252	0	0	.....	150
69	....	14	....	4	26	75	25	.....	28,000	.....	.....	.....	.....	Day ..	151
90	8	21	14	4	28	50	25	.....	.....	.....	.....	.....	.....	Day ..	152
84	16	7	10	4	30	100	30	475	40,000	0	11,000	\$2,000	3,080	Day ..	153
139	4	36	17	4	27	75	25	250	60,000	0	10,000	.....	500	Day ..	154

* In 1901.

a Approximately.

TABLE 11.—Statistics of schools of

	Location.	Name of institution.	Year of first opening.	President or dean.	Session closes—	Professors.	Special or assistant instructors.
	1	2	3	4	5	6	7
1	Birmingham, Ala.	Birmingham Dental College.	1892	T. M. Allen.....	May 7	8	4
2	Los Angeles, Cal..	University of Southern California, College of Dentistry.	1897	Garrett Newkirk.....	June 1	14	10
3	San Francisco, Cal.	College of Physicians and Surgeons, Dental Department.	1896	Charles Boxton.....	June 25	15	3
4	.....do.....	San Francisco Dental College.	1899	Alfred E. Blake.....	June 10	16	5
5	.....do.....	University of California, College of Dentistry.	1882	Harry P. Carlton.....	May 31	8	7
6	Denver, Colo.....	Colorado College of Dental Surgery, University of Denver.	1897	L. S. Gilbert.....	May 19	18	10
7	Washington, D. C.	Columbian University, Dental Department.	1887	J. Hall Lewis.....	June 1	6	6
8	.....do.....	Georgetown University, Dental Department.	.....	William N. Cogan.....	.....	9	6
9	.....do.....	Howard University, Dental Department.	1884	Robert Reyburn, A.M.	May 8	11	7
10	.....do.....	National University, Dental Department.	1883	J. Roland Walton.....	June 4	9	16
11	Atlanta, Ga.....	Atlanta Dental College.....	1893	H. R. Jewett.....	Apr. 30	7	3
12	.....do.....	Southern Dental College.....	1887	S. W. Foster.....	May 1	8	6
13	Chicago, Ill.....	Chicago College of Dental Surgery, Lake Forest University.*	1883	.....	Apr. 30	13	11
14	.....do.....	University of Illinois, College of Dentistry.	1897	.....	May 4	13	6
15	.....do.....	Northwestern University, Dental School.	1889	.....	May 2	14	26
16	Indianapolis, Ind.	Central College of Dentistry.	1897	J. E. Cravens.....	May 1	12	5
17	.....do.....	Indiana Dental College, University of Indianapolis.	1878	George E. Hunt.....	May 5	13	6
18	Des Moines, Iowa.	Des Moines College of Dental Surgery, Drake University.	1898	George W. Miller.....	June 15	9	4
19	Iowa City, Iowa..	State University of Iowa, College of Dentistry.	1880	Wm. S. Hosford.....	June 12	12	19
20	Keokuk, Iowa.....	Keokuk Dental College, Dental Department of Keokuk Medical College.	1897	B. C. Hinkley.....	Apr. 28	14	11
21	Louisville, Ky.....	Louisville College of Dentistry, Central University of Kentucky.	1887	W. E. Grant.....	May 8	18	16
22	New Orleans, La..	New Orleans College of Dentistry.	1899	Wm. Ernest Walker..	May 7	7	16
23	Baltimore, Md...	Baltimore College of Dental Surgery.	1839	M. W. Foster.....	May 1	7	25
24	.....do.....	Baltimore Medical College, Dental Department.	1895	Wm. A. Montell.....	.....do...	8	10
25	.....do.....	University of Maryland, Dental Department.	1882	Ferdinand J. S. Gorgas, A. M.	Apr. 30	8	4
26	Boston, Mass.....	Harvard University, Dental School.	1867	Eugene H. Smith.....	June 28	14	27
27	.....do.....	Tufts College, Dental School.	1868	Harold Williams.....	June 17	13	3
28	Ann Arbor, Mich.	University of Michigan, College of Dental Surgery.	1875	Jonathan Taft.....	June 20	7	10
29	Detroit, Mich.....	Detroit College of Medicine, Department of Dental Surgery.	1891	Theodore A. McGraw, M. A.	June 12	10	17
30	Minneapolis, Minn.	University of Minnesota, College of Dentistry.	1888	Wm. P. Dickinson....	May 30	12	5
31	Kansas City, Mo..	Kansas City Dental College.	1881	J. D. Paterson.....	May 1	10	15

*Statistics of 1901.

dentistry for the year 1902.

Students.		Graduated in 1902.	Students having A. B. or B. S.	Years in the course.		Weeks in year.	Tuition fee.	Graduation or examination fee.	Fees of the entire course.	Value of grounds and buildings.	Endowment funds.	Total income, excluding benefactions.	Benefactions received.	Instruction in day or evening.	Volumes in library.
Men.	Women.			10	11											12	13	14	15	16	17	18	19	20	21	22
35	....	10	1	3	28	\$100	\$25	\$350	.....	0	.....	0	Day ..	.....	1
47	3	14	1	3	36	100	25	375	.....	0	\$9,250	.....	Day ..	.....	2
135	6	46	10	3	30	100	25	330	.....	0	.....	0	Day ..	0	3
70	2	46	....	3	36	100	25	385	\$20,000	.....	.....	.....	Day ..	.....	4
140	3	45	10	3	34	115	25	365	(b)	0	.....	0	Day ..	.....	5
85	5	24	....	3	30	100	20	250	.....	.....	.....	.....	Day ..	.....	6
82	0	15	....	3	30	100	10	310	.....	0	.....	0	Eve..	.....	7
30	....	10	....	3	....	....	....	....	.....	.....	.....	.....	.....	.....	8
34	0	7	3	3	36	80	0	244	.....	.....	.....	.....	Eve..	(b)	9
33	....	6	....	3	30	100	25	.....	.....	.....	.....	.....	Eve..	350	10
200	2	43	....	3	30	100	25	350	.....	.....	.....	.....	Day ..	.....	11
96	....	17	20	3	28	100	25	350	20,000	.....	.....	.....	Day ..	.....	12
638	....	188	....	3	28	100	20	365	.....	.....	.....	.....	Day ..	.....	13
129	5	40	....	3	28	100	20	.....	.....	.....	.....	.....	Day ..	.....	14
513	20	157	....	3	30	100	20	370	.....	.....	.....	.....	Day ..	.....	15
40	....	16	....	3	30	100	10	310	.....	0	4,562	0	Day ..	.....	16
214	3	65	....	3	28	100	10	325	35,000	.....	22,000	.....	Day ..	.....	17
42	1	12	....	3	36	100	10	320	.....	.....	.....	.....	Day ..	.....	18
151	8	32	....	3	36	100	0	.....	.....	.....	.....	.....	Day ..	300	19
69	1	13	....	3	31	100	....	.....	60,000	.....	7,000	.....	Day ..	.....	20
245	3	70	....	3	30	100	30	380	110,000	\$5,000	35,000	.....	Day ..	.....	21
79	1	17	....	3	30	100	25	360	.....	.....	.....	.....	.....	.....	22
206	3	66	....	3	40	100	35	345	.....	.....	.....	0	Day ..	.....	23
93	0	27	3	3	30	110	30	360	.....	.....	.....	.....	Day ..	.....	24
203	....	58	135	3	30	100	30	355	.....	.....	.....	.....	Day ..	.....	25
100	....	32	....	3	39	150	....	506	.....	.....	18,250	.....	Day ..	529	26
168	8	32	....	3	32	125	30	.....	(b)	.....	.....	0	Day ..	300	27
231	8	69	7	4	36	85	10	298	.....	0	(b)	.....	Day ..	1,074	28
111	0	45	6	4	34	60	30	325	.....	0	11,613	0	Day ..	0	29
109	....	30	....	3	34	100	0	300	(b)	.....	.....	.....	Day ..	.....	30
95	....	29	....	3	30	100	20	325	.....	.....	.....	.....	Day ..	.....	31

^a Approximately.

^b Not separate.

TABLE 11.—Statistics of schools of

	Location.	Name of institution.	Year of first opening.	President or dean.	Session closes—	Professors. Special or assistant instructors.	
	1	2	3	4	5	6	7
32	Kansas City, Mo.	Western Dental College*...	1890	Drury J. McMillen ...	Apr. 30	16	10
33	St. Louis, Mo.	Marion Sims Dental College.*	1894	.....	Apr. 19	16	22
34	.....do.....	Washington University, Dental Department.	1865	J. H. Kennerly	May 1	13	6
35	Lincoln, Nebr	Lincoln Dental College, Cotner University.	1899	W. Clyde Davis.....	Apr. 16	11	8
36	Omaha, Nebr	University of Omaha, Dental Department.	1895	A. O. Hunt	May 1	14	20
37	Buffalo, N. Y.	University of Buffalo, Dental Department.	1892	W. C. Barrett, LL. D ..	May 6	10	18
38	New York, N. Y.	New York College of Dentistry.	1866	Faneuil D. Weisse....	May 19	5	20
39	.....do.....	New York Dental School...	1893	Charles M. Ford, A. M.	May 5	6	26
40	Cincinnati, Ohio.	Cincinnati College of Dental Surgery.	1893	G. S. Junkerman	May 1	8	8
41	.....do.....	Ohio College of Dental Surgery, University of Cincinnati.	1846	H. A. Smith, A. M	May 7	7	4
42	Cleveland, Ohio	Western Reserve University, College of Dentistry.	1892	H. L. Ambler, M. S.	June 18	8	8
43	Columbus, Ohio	Ohio Medical University, Department of Dentistry.	1892	L. P. Bethel	Apr. 15	13	3
44	Portland, Oreg.	North Pacific Dental College.	1893	Herbert C. Miller	May 1	15	8
45	Philadelphia	Medico-Chirurgical College, Department of Dentistry.	1897	Robert H. Nones	Apr. 30	12	24
46	.....do.....	Pennsylvania College of Dental Surgery.	1856	Wilbur F. Litch.....	May 2	7	26
47	.....do.....	Philadelphia Dental College.	1862	S. H. Guilford, A. M. ...	May 1	6	4
48	.....do.....	University of Pennsylvania, Department of Dentistry.	1878	Edward C. Kirk.....	June 18	9	6
49	Pittsburg, Pa	Pittsburg Dental College, Western University of Pennsylvania.	1896	W. H. Fundenberg ...	May 1	6	8
50	Nashville, Tenn	University of Tennessee, Dental Department.	1877	.....do.....	.....do...	9	5
51	.....do.....	Vanderbilt University, Dental Department.	1879	D. R. Stubblefield,	May 7	9	2
52	.....do.....	Walden University, Dental Department.	1886	A. M. G. W. Hubbard.....	Feb. 26	7	3
53	Richmond, Va.	University College of Medicine, Dental Department.	1893	J. Allison Hodges	May 15	10	11
54	.....do.....	Virginia School of Dentistry, Medical College of Virginia.	1897	Christopher Tompkins.	May 8	10	12
55	Milwaukee, Wis	Milwaukee Medical College, Dental Department.	1894	H. L. Banzhaf	May 1	10	10
56	.....do.....	Wisconsin College of Physicians and Surgeons, Dental Department.*	1899	Louis J. Stephan	May 11	12	14

*Statistics of 1901.

dentistry for the year 1902—Continued.

Students.			Students having A. B. or B. S.	Years in the course.	Weeks in year.	Tuition fee.	Graduation or examination fee.	Fees of the entire course.	Value of grounds and buildings.	Endowment funds.	Total income, excluding benefactions.	Benefactions received.	Instructions in day or evening.	Volumes in library.
Men.	Women.	Graduated in 1902.												
8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
234	6	60	...	3	20	\$100	\$20	\$325	\$50,000	.....	.....	.....	Day ..	32
128	...	26	...	3	28	100	.....	305	.....	.....	.....	.....	Day ..	33
121	...	30	40	3	28	105	.....	325	.....	.....	.....	.....	Day ..	34
25	1	7	...	3	28	75	.....	^a 240	.....	.....	\$5,100	.....	Day ..	0 35
92	1	16	...	3	28	105	.....	315	.....	.....	16,000	.....	Day ..	500 36
253	8	57	...	3	32	100	30	355	50,000	0	32,000	0	Day ..	..... 37
383	...	57	...	3	32	200	0	600	120,000	0	59,477	0	Day ..	0 38
48	14	12	3	3	32	150	25	490	.....	.....	8,900	.....	Day ..	..... 39
53	...	10	...	3	26	100	.....	305	35,000	.....	.....	.....	Day ..	..... 40
258	9	90	...	3	30	100	.....	305	.....	.....	.....	.....	Day ..	500 41
113	...	31	...	3	32	100	10	335	.....	.....	12,430	.....	Day ..	..... 42
169	3	49	...	3	26	50	10	208	.....	0	15,993	0	Day ..	0 43
118	4	40	14	3	30	115	20	365	.....	.....	18,030	.....	Day ..	..... 44
120	...	32	...	3	30	100	25	350	.....	.....	.....	.....	Day ..	..... 45
291	12	90	...	3	28	100	30	345	35,000	.....	.....	.....	Day ..	..... 46
382	12	114	...	3	30	115	35	370	180,000	0	.....	0	Day ..	..... 47
365	...	122	...	3	28	100	30	345	.....	.....	.....	.....	Day ..	..... 48
172	4	47	14	3	28	100	30	^a 355	.....	0	18,000	0	Day ..	..... 49
111	1	27	...	3	28	110	25	.....	23,000	.....	.....	.....	Day ..	..... 50
91	1	18	...	3	^a 30	100	25	^a 370	.....	0	.....	.....	Day ..	0 51
31	1	3	4	4	26	35	10	150	(b)	.....	.....	.....	Day ..	..... 52
46	0	12	...	3	32	85	30	285	.....	0	.....	0	Day ..	..... 53
24	...	4	...	3	31	65	30	225	(b)	.....	.....	.....	Day ..	..... 54
174	2	48	...	3	28	120	10	370	(b)	0	.....	0	Day ..	500 55
17	1	5	...	3	29	100	.....	305	.....	.....	.....	.....	Day ..	..... 56

^a Approximately.^b Not separate.

TABLE 12.—Statistics of schools

	Location.	Name of institution.	Year of first opening.	President or dean.	Session closes.
	1	2	3	4	5
1	Auburn, Ala.....	Alabama Polytechnic Institute, Department of Pharmacy.	1895	A. D. Smith, acting	June 11
2	Mobile, Ala.....	Medical College of Alabama, School of Pharmacy.	.....	George A. Ketchum	Apr. —
3	San Francisco, Cal..	College of Physicians and Surgeons, Department of Pharmacy.	1898	Charles M. Troppman	May 15
4	.....do	California College of Pharmacy, University of California.	1873	W. M. Scarby	Apr. 30
5	Washington, D. C ..	Howard University, Pharmaceutical Department.	1868	Robert Reyburn, A. M....	May 12
6	.....do	National College of Pharmacy.	1872	A. J. Schaffhirt	Mar. 31
7	Atlanta, Ga.....	Atlanta College of Pharmacy..	1891	George F. Payne.....	Apr. 1
8	Chicago, Ill.....	Chicago College of Pharmacy, University of Illinois.	1859	F. M. Goodman.....	Apr. 24
9	.....do	Illinois Medical College, School of Pharmacy.	1900	Nathaniel H. Adams	Sept. 26
10	.....do	Northwestern University, School of Pharmacy.	1886	.....	June 16
11	Lafayette, Ind.....	Purdue University, School of Pharmacy.	1886	Arthur L. Green	June 10
12	Valparaiso, Ind.....	Northern Indiana School of Pharmacy.	1893	J. N. Roe.....	Aug. 14
13	Des Moines, Iowa....	Iowa College of Pharmacy, Drake University.	1883	Wm. Stevenson	Sept. 12*
14	Iowa City, Iowa	State University of Iowa, Department of Pharmacy.	1885	Emil L. Boerner	June 17
15	Keokuk, Iowa.....	Keokuk College of Pharmacy..	1900	Oliver D. Walker .....	.....
16	Lawrence, Kans....	University of Kansas, School of Pharmacy.	1885	L. E. Sayre.....	June 11
17	Louisville, Ky.....	Louisville College of Pharmacy.	1872	Gordon L. Curry.....	Apr. 4
18	New Orleans, La....	New Orleans College of Pharmacy.	1900	Phillip Asher	May 7
19	.....do	New Orleans University, College of Pharmacy.	1900	H. J. Clements	Mar. 1
20	.....do	Tulane University, Department of Pharmacy.	1838	Stanford E. Chaillé	Apr. 30
21	Orono, Me.....	University of Maine, School of Pharmacy.	1895	George E. Fellows	June 11
22	Baltimore, Md.....	Maryland College of Pharmacy.	1841	Charles Caspari, jr.	May 13
23	Boston, Mass.....	Massachusetts College of Pharmacy.	1823	Julian W. Baird, A. M....	May 15
24	Ann Arbor, Mich....	University of Michigan, School of Pharmacy.	1868	Albert B. Prescott, LL. D..	June 18
25	Detroit, Mich.....	Detroit College of Medicine, Department of Pharmacy.	1890	John E. Clark	June 10
26	Minneapolis, Minn..	University of Minnesota, College of Pharmacy.	1892	Frederick J. Wulling, LL. M.	June 5
27	Kansas City, Mo....	Kansas City College of Pharmacy.	1885	J. R. Moechel, Dr. Phil., cor. sec.	Apr. 1
28	St. Louis, Mo.....	St. Louis College of Pharmacy*	1865	James M. Good	Apr. 13
29	Newark, N. J.....	New Jersey College of Pharmacy.	1892	Philemon E. Hommel ...	Apr. 20
30	Albany, N. Y.....	Albany College of Pharmacy, Union University.	1881	Willis G. Tucker.....	Apr. 1
31	Brooklyn, N. Y.....	Brooklyn College of Pharmacy.	1891	Elias H. Bartley	May 10
32	Buffalo, N. Y.....	Buffalo College of Pharmacy, University of Buffalo.	1886	Willis G. Gregory.....	May 2
33	New York, N. Y.....	College of Pharmacy of the City of New York.	1829	H. H. Rusby	Apr. 24
34	Chapelhill, N. C....	University of North Carolina, Department of Pharmacy.	1898	E. V. Howell.....	June 4
35	Raleigh, N. C.....	Shaw University, Department of Pharmacy.	1890	Wm. Simpson.....	Apr. 14
36	Ada, Ohio	Ohio Normal University, Department of Pharmacy.	1884	B. S. Young.....	Aug. 12

*In 1901.

a Approximately.

of pharmacy for the year 1901-1902.

Professors.	Special or assistant instructors.		Students.				Years in the course.	Weeks in year.	Years of practice required.	Tuition fee.	Graduation or examination fee.	Fees of the entire course.	Value of grounds and buildings.	Endowment funds.	Benefactions received during the year.	Total income, excluding benefactions.	Instruction in day or evening.	Bound volumes in library.
	6	7	8	9	10	11												
1	1	32	...	2	0	4	36	0	0	\$5	\$50	.....	0	0	.....	Day	.....	1
3	1	25	3	10	.....	2	26	.....	\$55	10	\$120	(b)	.....	.....	.....	Day	.....	2
8	6	30	1	19	4	2	32	4	75	25	175	(b)	0	0	\$2,200	Even.	0	3
3	5	70	17	32	.....	2	30	4	100	20	220	\$50,000	.....	.....	.....	Day	.....	4
5	5	31	4	17	0	2	36	4	70	0	140	.....	.....	.....	.....	Even.	(b)	5
4	2	57	1	8	0	3	24	4	60	0	185	15,000	0	.....	3,192	Even.	0	6
3	2	131	1	48	.....	2	26	.....	65	15	140	.....	0	0	.....	Day	.....	7
5	4	149	1	39	0	2	28	4	75	5	155	.....	0	0	11,500	Day	\$2,000	8
8	5	9	1	1	.....	2	26	4	75	0	.....	.....	.....	.....	.....	Day	.....	9
6	2	194	10	60	.....	2	26	.....	.....	.....	.....	75,000	.....	.....	.....	Day	.....	10
3	5	87	6	39	.....	2	26	.....	\$70	5	\$150	.....	.....	.....	.....	Day	.....	11
9	12	104	5	80	7	2	25	0	21	5	67	.....	0	.....	.....	Day	.....	12
5	4	37	2	17	.....	2	25	0	.....	5	149	(b)	(b)	.....	.....	Day	.....	13
6	5	57	1	21	2	2	38	0	75	0	150	(b)	(b)	.....	.....	Day	1,200	14
6	4	13	1	5	.....	2	26	2	50	.....	.....	.....	.....	700	.....	Day	300	15
13	8	80	7	19	0	2	36	0	0	5	\$60	50,000	0	.....	.....	Day	.....	16
5	3	62	0	17	14	2	25	4	75	10	170	25,000	0	.....	.....	Day	.....	17
3	5	55	5	4	.....	2	26	4	65	10	.....	.....	.....	3,650	.....	Even.	.....	18
2	2	7	2	0	.....	3	26	0	30	10	125	.....	.....	.....	.....	Day	.....	19
3	4	26	1	4	.....	2	26	2	\$75	20	155	(b)	(b)	.....	.....	Day	.....	20
12	9	14	0	3	0	2	34	0	30	3	.....	(b)	(b)	.....	.....	Day	.....	21
5	3	90	7	34	.....	2	32	0	100	15	.....	\$38,000	.....	.....	.....	Day	.....	22
5	4	196	12	27	3	2	34	4	100	10	275	72,500	\$18,015	0	17,220	Day	5,400	23
7	11	67	3	15	.....	2	36	.....	35	10	.....	.....	.....	.....	.....	Day	.....	24
6	2	40	0	20	0	2	36	0	65	10	140	7,500	0	0	2,700	Even.	.....	25
16	.....	42	8	19	.....	2	34	0	\$75	10	165	(b)	(b)	.....	.....	Day	\$500	26
8	.....	90	4	20	.....	2	26	3	65	10	\$140	.....	0	0	.....	Even.	0	27
5	3	171	.....	54	.....	2	31	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	28
6	3	34	1	8	.....	2	30	4	75	15	170	.....	2,000	.....	.....	(c)	.....	29
3	5	56	2	20	.....	2	26	4	\$65	10	138	.....	4,353	.....	3,432	(c)	.....	30
5	8	160	9	81	.....	2	33	4	75	10	175	.....	.....	.....	.....	Day	1,600	31
5	11	96	10	31	.....	2	22	0	60	10	140	.....	0	.....	6,443	Day	.....	32
7	5	345	15	134	.....	2	27	4	100	10	210	204,242	.....	0	38,485	Day	5,400	33
9	5	29	0	1	0	2	36	4	60	5	178	.....	.....	.....	.....	Day	.....	34
1	.....	17	.....	3	.....	3	28	0	34	10	112	2,000	.....	.....	1,057	Day	.....	35
4	2	190	6	88	.....	2	20	0	60	3	.....	60,000	.....	0	.....	Day	.....	36

^b Not separate.

^c Afternoon and evening.

TABLE 12.—*Statistics of schools*

	Location.	Name of institution.	Year of first opening.	President.	Session closes.
	1	2	3	4	5
37	Cincinnati, Ohio ...	Cincinnati College of Pharmacy, Ohio University.	1850	Julius H. Eichberg	June 5
38	Cleveland, Ohio	Cleveland School of Pharmacy	1882	Joseph Feil	Apr. 19
39	Columbus, Ohio	Ohio Medical University, Department of Pharmacy.	.....	George H. Matson, jr	Apr. 16
40	.....do	Ohio State University, College of Pharmacy.	1885	George B. Kauffman	June 18
41	Scioto, Ohio	Scioto College, Department of Pharmacy.	1888	J. H. Beal	July 31
42	Norman, Okla	University of Oklahoma, Pharmaceutical Department.	1894	Edwin De Barr	June 5
43	Corvallis, Oreg	Oregon Agricultural College, course in pharmacy.	1899	A. L. Kinsely	June 18
44	Philadelphia, Pa ...	Medico-Chirurgical College, Department of Pharmacy.	1898	H. H. Mentzer	Apr. 24
45	.....do	Philadelphia College of Pharmacy.	1821	Joseph P. Remington.....	Apr. 16
46	Pittsburg, Pa	Pittsburg College of Pharmacy, Western University of Pennsylvania.	1878	Julius A. Koch	Apr. 10
47	Charleston, S. C.....	Medical College of the State of South Carolina, College of Pharmacy.	.....	Francis L. Parker	Apr. 7
48	Brookings, S. Dak ..	South Dakota Agricultural College, Department of Pharmacy.	1889	B. T. Whitehead, prof.....	June 26
49	Knoxville, Tenn ...	University of Tennessee, Department of Pharmacy.*	1898	Thomas W. Jordan	June 19
50	Nashville, Tenn	Vanderbilt University, Department of Pharmacy.	1879	J. T. McGill	May 5
51	.....do	Walden University, Department of Pharmacy.	1889	G. W. Hubbard	Feb. 27
52	Dallas, Tex	University of Dallas, Department of Pharmacy.	1901	E. G. Eberle.....	Apr. 1
53	Galveston, Tex	University of Texas, School of Pharmacy.	1893	Allen J. Smith.....	May 31
54	Richmond, Va.....	University College of Medicine, Department of Pharmacy.	1893	J. Allison Hodges.....	May 15
55	.....do	Virginia School of Pharmacy, Medical College of Virginia.	1897	Christopher Tompkins ...	May 8
56	Pullman, Wash.....	Washington Agricultural College, School of Pharmacy.	1896	George H. Watt.....	June 19
57	Seattle, Wash.....	University of Washington, School of Pharmacy.	1894	Horace G. Byers .....	.....do ...
58	Madison, Wis	University of Wisconsin, School of Pharmacy.	1883	Edward Kremers.....	.....do ...
59	Milwaukee, Wis	Milwaukee Medical College, Department of Pharmacy.	1900	R. E. W. Sommer.....	May 1

*In 1901.

of pharmacy for the year 1901-1902.—Continued.

Professors.	Special or assistant instructors.	Students.				Years in the course.	Weeks in year.	Years of practice required.	Tuition fee.	Graduation or examination fee.	Fees of the entire course.	Value of grounds and buildings.	Endowment funds.	Benefactions received during the year.	Total income, excluding benefactions.	Instruction in day or evening.	Bound volumes in library.	
		Men.	Women.	Graduated in 1902.	Students having A. B. or B. S.													
6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
7	....	29	2	26	....	1-4	36	0	\$100	\$15	....	\$25,000	....	....	\$3,500	Day	500	37
5	1	51	0	6	0	2-3	30	0	65	10	....	....	0	0	3,900	Day	500	38
5	1	17	1	7	0	2	26	....	50	11	\$162	....	....	0	1,369	Day	....	39
11	18	43	....	9	1	2-4	36	0	0	5	....	(b)	....	....	....	....	....	40
4	2	45	5	24	0	....	42	0	75	0	78	....	0	....	....	Day	a 400	41
1	1	19	3	9	0	2	38	2	0	5	a 40	....	0	0	(b)	Day	....	42
11	9	42	10	6	0	4	37	0	0	....	a 25	(b)	....	....	(b)	Day	3,270	43
5	5	88	....	28	....	2	27	4	75	10	....	....	....	....	....	Day	....	44
5	6	444	18	106	....	3	29	4	90	15	290	225,000	....	\$689	38,961	Day	12,000	45
5	5	116	6	36	....	2-3	26	4	85	10	180	50,000	0	300	a 10,000	Day	900	46
4	2	41	....	18	....	2	26	2	....	....	....	(b)	....	....	....	Day	....	47
10	....	31	1	12	....	2	36	6	12	2	....	(b)	....	....	....	Day	....	48
5	0	7	0	1	....	....	40	....	....	....	....	(b)	....	....	....	Day	....	49
5	5	53	1	19	4	2	39	0	105	5	....	(b)	(b)	....	(b)	Day	....	50
2	3	20	9	6	3	3	26	0	35	10	105	(b)	....	....	....	Day	....	51
4	7	21	0	0	1	2	25	2	50	10	135	(b)	....	....	....	....	(c)	52
3	2	57	2	14	1	2	32	0	0	0	50	(b)	0	....	....	Day	(b)	53
4	6	29	0	10	0	2	32	4	60	15	135	....	0	0	....	....	(c)	54
5	2	13	....	6	0	2	31	0	60	15	135	(b)	....	....	....	Day	....	55
4	3	31	4	11	1	2	36	0	0	0	30	(b)	0	0	....	Day	....	56
5	2	31	4	11	2	2	36	2	0	0	a 60	(b)	....	....	....	Day	0	57
8	11	32	3	9	0	2-4	36	0	0	0	....	(b)	....	....	....	Day	....	58
7	13	56	3	5	....	2	28	2	92	10	202	(b)	....	0	....	Day	500	59

a Approximately.

b Not separate.

c Afternoon and evening.

TABLE 13.—*Statistics of schools of*

	Location.	Name of institution.	Year of first opening.	President or dean.	Session closes.
	1	2	3	4	5
1	Washington, D. C. ..	United States College of Veterinary Surgery.	1894	C. Barnwell Robinson....	Apr. 15
2	Chicago, Ill	McKillop Veterinary College ..	1894	F. S. Schoenleber	Mar. 28
3	Indianapolis, Ind ..	Indiana Veterinary College....	1892	George H. Roberts.....	Apr. 1
4	Ames, Iowa	Iowa State College of Agriculture and Mechanic Arts, Veterinary Department.	1884	.....	June 12
5	Grand Rapids, Mich.	Grand Rapids Veterinary College.	1897	Wm. A. McLean.....	Apr. 1
6	Kansas City, Mo....	Kansas City Veterinary College.	1891	S. Stewart	Mar. 15
7	Ithaca, N. Y.....	New York State Veterinary College at Cornell University.	1896	.....	June 20
8	New York, N. Y....	New York American Veterinary College, New York University.	1899	A. F. Liautard.....	Apr. 1
9	Columbus, Ohio	Ohio State University, College of Veterinary Medicine.	1883	David S. White.....	June 23
10	Philadelphia, Pa ...	University of Pennsylvania, Department of Veterinary Science.	1884	Leonard Pearson	June 18
11	Pullman, Wash.....	Washington Agricultural College, School of Veterinary Science.	1897	S. B. Nelson	June 19

veterinary medicine for the year 1901-2.

Professors.	Special or assistant instructors.	Students.	Graduated in 1902.	Students having A. B. or B. S.	Years in the course.	Weeks in year.	Tuition fee.	Graduation or examination fee.	Fees of entire course.	Value of grounds and buildings.	Endowment funds.	Total income, excluding benefactions.	Benefactions received.	Volumes in library.
6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
11	2	27	4	0	3	27	\$70	0	\$210	.....	.....	.....	.....	350
11	4	60	21	10	3	24	85	\$10	260	\$60,000	.....	.....	.....	400
10	11	41	17	.....	3	26	85	20	195	* 7,500	.....	\$3,782	.....	.....
7	5	59	18	.....	3	32	.....	.....	.....	* 8,000	.....	.....	.....	.....
12	2	42	23	.....	2	24	65	25	.....	.....	.....	3,295	.....	.....
22	.....	93	11	5	3	26	80	10	250	.....	0	6,500	.....	.....
11	13	51	10	.....	3	40	.....	.....	.....	* 150,000	.....	.....	.....	1,722
13	8	50	6	4	3	26	100	25	.....	.....	0	5,170	0	1,275
12	4	69	6	.....	3	36	0	5	80	.....	.....	.....	.....	500
7	.....	78	23	3	3	38	100	0	335	.....	.....	.....	.....	.....
5	4	6	2	0	3	37	0	0	.....	.....	.....	.....	.....	.....

*In 1901.

α Approximately.

CHAPTER XXXVII.

AGRICULTURAL AND MECHANICAL COLLEGES.

[The institutions commonly known as "agricultural and mechanical colleges" are brought together in this chapter and made the subject of special treatment, but in addition to being considered here, they are included in the general tables of the different classes of schools in other parts of this Report, the dominating character of each institution determining whether it shall be classed among the universities and colleges or as a technological, normal, or secondary school; those for colored students appear still a third time, in the tables of colored schools.]

CONTENTS: Land grant of 1862—Income—Property—Professors and instructors—Students—Farmers' institutes—Student labor—Summary of legislation—Changes in admission requirements—Changes in courses of study—Graduate school of agriculture—New buildings—Statistics.

LAND-GRANT OF 1862.

The reports for the year ended June 30, 1902, of the institutions endowed by the acts of Congress approved July 2, 1862, and August 30, 1890, for the establishment and for the more complete endowment and support of colleges for the benefit of agriculture and the mechanic arts, show that of the 10,320,843 acres of land granted under the first mentioned act, 934,980 acres remained unsold at the close of the year. There were sold during the year 95,592 acres. The funds derived from the sale of the 9,385,863 acres of land are reported by the several institutions to be \$11,126,534, showing that the lands were sold at an average price of \$1.19 per acre. The income derived from these funds amounted to \$634,141, the rate of income having declined from 6.3 per cent in 1901 to 6.15 per cent in 1902. This relatively high rate of interest is due to the fact that in some of the States the funds derived from the sale of the lands were turned into the State treasury, the States issuing bonds or certificates of indebtedness therefor and obligating themselves to pay interest thereon, in some cases as high as 8 per cent.

INCOME.

The income of these institutions for the year ended June 30, 1902, was derived from the following sources:

From States and Territories.....	\$4, 253, 257
From the Federal Government:	
Land-grant act of July 2, 1862.....	\$684, 141
Other land grants.....	115, 919
Endowment act of August 30, 1890.....	<u>1, 200, 000</u>
Total Federal aid.....	2, 000, 060
From endowments other than Federal or State sources.....	587, 013
Tuition fees.....	853, 910
Incidental fees.....	255, 049
Miscellaneous income.....	<u>1, 217, 770</u>
Total income.....	9, 167, 059
Received from the Federal Government for experiment stations.....	680, 500

These figures show that of the entire income of \$9,167,059, the States and Territories provided 46.6 per cent, the Federal Government 21.8 per cent, while the remainder, 31.6 per cent, was derived from other endowment funds, tuition and incidental fees, and miscellaneous sources.

PROPERTY.

The total value of the property held by the agricultural and mechanical colleges is reported as \$69,660,303, divided as follows:

Land-grant funds (act of July 2, 1862)	\$11, 126, 534
Unsold land (act of July 2, 1862)	5, 336, 972
Other land-grant funds	1, 883, 282
Other permanent funds	15, 433, 334
Farms and grounds	5, 133, 899
Buildings	21, 508, 280
Apparatus	1, 674, 104
Machinery	1, 527, 609
Libraries	2, 250, 344
Miscellaneous equipment	3, 785, 945
Total	69, 660, 303

The value of all additions to equipment during the year amounts to \$3,004,705.

PROFESSORS AND INSTRUCTORS.

The total number of professors and instructors reported in all departments of these institutions is 3,692, or an average of 56.8 per institution. The average number per institution reported by the institutions for colored students is 18, while the number for the other institutions is 69. Taking only the agricultural and mechanical departments, the number for the institutions for colored students is 15 and for the other institutions, 43. All of the institutions for colored students and 31 of the others maintain preparatory departments or classes.

STUDENTS.

The total number of students enrolled in 1901-2 was 47,047, of which number 5,243 were enrolled in institutions for colored students. The classification of students in the agricultural and mechanical departments was as follows:

Institutions for white students and for both races.

	Men.	Women.
Preparatory departments.....	3, 343	966
Collegiate departments.....	15, 096	1, 654
Graduate departments	314	66
Short or special courses.....	3, 697	743

Institutions for colored students.

	Men.	Women.
Preparatory departments.....	2, 410	2, 095
Collegiate departments.....	235	61
Short or special courses.....	55	52

It will be noticed that the number of students of college rank in the institutions for colored students is very small, only eight of them reporting such students. The instruction given by these institutions is very largely industrial in character.

The number of students in the several courses of study is given in detail in Table 3. The figures there given include the number of students in short courses as well as in the regular four-year courses. The average age of students graduating in 1902, so far as reported, was 22 years 3 months.

FARMERS' INSTITUTES.

In Table 7 are given some statistics concerning farmers' institutes. The figures do not show the entire work in this line done throughout the country, for the reason that in some of the States the institute work has been committed to boards or officials not connected with the agricultural and mechanical colleges. The figures included in Table 7 show only this work so far as it is participated in by these institutions. The attendance at the institutes during the year was about 585,000. The number attended by persons connected with the agricultural and mechanical colleges was 1,081, and the number of days given to the work by such persons was about 2,168.

STUDENT LABOR.

A considerable amount of paid labor, by means of which some students are enabled to pay part of their necessary expenses while attending college, is at the disposal of the institutions. During the year about 4,521 students earned an average sum of \$40, the total amount expended for student labor being \$180,624. Seven States make special appropriations aggregating \$23,100 for this purpose.

SUMMARY OF LEGISLATION.

The legislation enacted during the year in the several States and Territories affecting the colleges of agriculture and the mechanic arts is as follows:

Iowa State College of Agriculture and the Mechanic Arts.—A special tax levy of one-fifth of a mill for five years beginning with the year 1902 for the erection, repair, improvement, and equipment of buildings. (Act approved April 7, 1902.)

Appropriations: \$35,000 annually for additional support fund of the college and \$10,000 annually for the support of the experiment station; \$5,000 for commencing a barn; \$5,000 for live stock; \$35,000 for commencing a central building. (Act approved April 12, 1902.)

State Normal School for Colored Persons (Kentucky).—Name changed to Kentucky Normal and Industrial Institute for Colored Persons and the president made an ex officio member of the board of trustees. (Act approved March 18, 1902.)

Appropriations: \$15,000 for a dormitory for the use of female pupils and \$5,000 annually for the support and conduct of the institution. (Act approved March 20, 1902.)

Agricultural and Mechanical College of Kentucky.—Appropriation of \$30,000 additional for the completion and equipment of a dormitory for young women, to accommodate 125 persons. (Act approved March 20, 1902.)

Louisiana State University and Agricultural and Mechanical College.—The board of supervisors shall have power and authority to determine what fees and other charges shall be paid by students or cadets; provided, that no fee for tuition shall be charged to any student or cadet who is a bona fide resident of the State. (Act approved July 8, 1902.)

Appropriations for the years ending June 30, 1903, and June 30, 1904: For support, \$15,000 annually; repairs, \$3,500 annually; insurance for three years, \$2,000; equipment of laboratories, \$3,000 annually; furniture for library, \$6,000; maintenance of library, \$2,500 annually; electric-light plant, \$6,000; buildings, \$47,000. (Act approved July 5, 1902.)

Southern University (Louisiana).—Appropriations for the years ending June 30, 1903, and June 30, 1904: For support and insurance, \$10,000 annually. (Act approved July 5, 1902.)

Maryland Agricultural College.—Appropriations: \$9,000 for fiscal year 1903 and \$9,000 for fiscal year 1904; also \$5,772 arrears of interest due on land-grant fund of 1862. (Act approved April 11, 1902.)

Appropriations: \$25,000 for a building for dormitory, dining hall, general assembly hall, chapel, etc.; \$3,000 for heating, ventilation, and renovation of present dormitory

building; \$5,000 for enlargement of mechanical building; \$5,000 annually for experiment station. One-half of above amounts appropriated for buildings to be secured by mortgage on the property of the college, to run for ten years, with interest at 3 per cent, payable annually, if demanded. (Act approved April 11, 1902.)

Fertilizers to be analyzed by the Maryland Agricultural College. (Act approved April 10, 1902.)

Massachusetts Agricultural College.—Appropriates \$35,000 for a central heating and lighting plant; \$35,000 for erecting, equipping, and furnishing a dining hall; \$1,000 for maintenance of dining hall upon completion of the building. (Resolve approved April 17, 1902.)

Appropriates \$200 for expenses of the band and purchase of a flag for the use of the cadets. (Resolve approved April 30, 1902.)

Appropriates \$10,000 for 80 free scholarships; \$5,000 for labor fund for needy students; \$13,000 for current expenses; \$500 for expenses of the trustees; \$1,000 for maintenance fund of veterinary laboratory. (Act approved February 6, 1902.)

Massachusetts Institute of Technology.—Appropriates \$29,000. (Act approved January 27, 1902.)

Mississippi Agricultural and Mechanical College.—Appropriates \$48,272.41 as support fund for each of the years 1902 and 1903; deficit in college and student labor account of 1901, \$2,000; equipment of textile school, \$13,030; equipment of mechanical department, \$8,300; infirmary, \$10,000; addition to mechanical building, \$5,000; farmers' institutes for 1902 and 1903, \$3,000; scientific, library, museum, agriculture, and horticulture building, \$40,000; house for director of textile school, \$1,500; Y. M. C. A., \$100; equipment for English, veterinary, and preparatory departments, \$1,150; equipment for agricultural, horticultural, and biological departments, \$750. Provides that the salary of no officer or professor shall be increased during the years 1902 and 1903. (Act approved February 27, 1902.)

Appropriates \$26,320.14 to reimburse trustees for the excess of money spent in building and equipping the textile school. (Act approved February 25, 1902.)

Alcorn Agricultural and Mechanical College (Mississippi).—Appropriates \$8,000 as support fund and \$750 for repair of buildings for each of the years 1902 and 1903; for insurance, \$2,250; purchase of stock, \$500; completing and equipping dormitory, \$13,000; shops, machinery, and tools, \$10,000. (Act approved February 21, 1902.)

Rutgers Scientific School (New Jersey).—Establishes a department of ceramics at the State Agricultural College and appropriates \$12,000 for its organization, equipment, and maintenance for the current year, and \$2,500 annually thereafter. (Act approved March 17, 1902.)

New Mexico College of Agriculture and the Mechanic Arts.—Levies an annual tax of one-fifth of a mill on the dollar. (Act approved March 21, 1901.)

Authorizes an issue of bonds amounting to \$25,000 secured by 75,000 of the 100,000 acres of land granted by Congress. Proceeds of bonds to be used for the erection of a dormitory for boys, of a gymnasium and library building, and furniture, fixtures, and equipment for said buildings; for the purchase or development of water supply for domestic and irrigation purposes; for repairs, fuel, insurance, water, and lights; for salaries of janitors and librarian, and for such necessary printing as can not be paid for out of United States appropriations. (Act approved March 21, 1901.)

Cornell University (New York).—Appropriations: \$25,000 for State Veterinary College; \$10,000 for State College of Forestry; \$35,000 for the promotion of agricultural knowledge throughout the State, \$3,000 of which is to be used for the promotion of knowledge relating to poultry and egg production. (Act approved April 15, 1902.)

Ohio State University.—Provides for the printing of 5,000 copies of the annual report of the board of trustees. (Act of April 29, 1902.)

Provides for a tax levy, the rate to be designated by the legislature at least once in two years; and if the general assembly shall fail to designate the rate for any year the same shall be for the Ohio State University fund fifteen one-hundredths of one

mill upon each dollar of valuation of the taxable property of the State, each year for the years 1902 and 1903, and ten one-hundredths of one mill each year thereafter. (Act of May 8, 1902.)

Appropriates from the Ohio State University fund \$300,000, or so much as may be to the credit of the fund, for the last three quarters of the fiscal year ending November 15, 1902, and the first quarter of the fiscal year ending November 15, 1903, and \$300,000, or so much as may be to the credit of the fund, for the last three quarters of the fiscal year ending November 15, 1903, and the first quarter of the fiscal year ending November 15, 1904. (Act of May 10, 1902.)

Authorizes board of trustees to issue certificates of indebtedness bearing interest at 4 per cent per annum, for the purpose of providing needed buildings and improvements and the securing of needed equipment, and for the payment of the costs, expenses, and estimates thereof, to an amount not exceeding in the aggregate \$200,000 in anticipation of the annual tax levies authorized by an act of May 8, 1902. (Act of May 10, 1902.)

Rhode Island College of Agriculture and Mechanic Arts.—Appropriates \$15,000 for support and maintenance for 1902. (Act of March 12, 1902.)

Clemson Agricultural College (South Carolina).—Provides for the detail of one of the scientific agriculturists to pay frequent visits to the coast section of the State, and to examine the soils, present methods of cultivation, fertilization, irrigation, etc., and to make practical tests, on some selected section, of sea-island cotton, rice, and truck farms, with various varieties of seeds, and to examine into the diseases of cotton, rice, truck, etc. (Act approved February 25, 1902.)

Colored Normal, Industrial, Agricultural, and Mechanical College (South Carolina).—Appropriates \$8,500 for maintenance, new buildings, and equipment. (Act approved February 22, 1902.)

CHANGES IN ADMISSION REQUIREMENTS.

Colorado Agricultural College.—Requirement of high school graduation for admission to the freshman year of all courses, thus adding at least a year to every course.

University of Missouri.—The entrance requirements to the collegiate course in agriculture have been raised from six units of high school work to twelve.

Agricultural College of Utah.—The standard of the institution has been raised, two years' work beyond the eighth grade of the State public schools being now required for admission to the regular courses in agriculture, domestic science, commerce, engineering, and general science.

CHANGES IN COURSES OF STUDY.

1. AGRICULTURE.

Colorado Agricultural College.—The agricultural course has been strengthened considerably by the introduction of electives and several new required studies.

Connecticut Agricultural College.—Short winter courses have been provided, ranging in length from ten days to twelve weeks, which include the following subjects: Dairy and creamery practice, pomology, poultry production, landscape architecture, forestry, and business studies.

Massachusetts Agricultural College.—To satisfy the growing demand for instruction by women, a two years' course of study especially adapted to their wants has been prepared. It includes botany, chemistry, horticulture, zoology, entomology, dairying, care of bees and poultry, market gardening, landscape gardening, greenhouse management, floriculture, French, and German.

University of Minnesota.—A short course of lectures for farmers, begun two years ago as an experiment, has been made a permanent feature. The last legislature appropriated \$2,000 per year to introduce elementary agriculture into the rural schools. One man is giving his entire time to this work, and during this summer (1902) teachers at institutes and summer schools in twenty-five counties have been

reached with this work. A book is in course of preparation which is intended to aid in this work, and which will be distributed free of charge to all the districts in the State.

Mississippi Agricultural and Mechanical College.—Heretofore the agricultural course has been the same for all. Now a student may specialize in agriculture, in horticulture, in veterinary science, botany, chemistry, etc., as he desires.

University of Nebraska.—Established a four years' course in forestry.

North Dakota Agricultural College.—Added a two years' course in teachers' nature study, and an additional three months' schedule to the short winter course in agriculture.

South Dakota Agricultural College.—Instead of the two courses in agriculture one only is offered. This requires two years of some foreign language, and has some practical work not heretofore offered, such as stock judging, blacksmithing, horseshoeing, etc.

2. ENGINEERING.

Florida Agricultural College.—Established a four-year course of study in civil engineering leading to the degree of bachelor of science; also a two-year course in mechanic arts.

Agricultural and Mechanical College of Kentucky.—The general assembly in 1898 authorized the establishment of a department of mining engineering. Provision has been made for opening the department in September, 1902. The course of study extends through four years and leads to the degree of bachelor of mining engineering.

University of Maine.—A course in mining engineering was established in 1902. For the first two years it is identical with the course in civil engineering except that during the second year class and laboratory work in chemistry take the place of the courses in mechanical drawing, descriptive geometry, and surveying. Marine engineering has been added to the course in mechanical engineering.

Massachusetts Institute of Technology.—The most important change is the successful institution of the new course for naval constructors taken the past year by three cadets from the United States Naval Academy. Graduate courses have been taken to a greater extent than before, and definite schedules have been presented in mining engineering, chemistry, and electrical engineering.

Mississippi Agricultural and Mechanical College.—Changes have been made in the mechanical course. The chair of civil and rural engineering and that of geology and mining have been added. A special mechanical course has also been added, and specialization is allowed in mechanics, in electricity, in civil and rural engineering, and in geology and mining.

University of Missouri.—Established a course of study in chemical engineering extending through four years and leading to the degree of bachelor of science.

Agricultural College of Utah.—In January, 1902, the board of trustees established courses in mining and electrical engineering.

3. DOMESTIC SCIENCE.

New Mexico College of Agriculture and Mechanic Arts.—Toward the close of the year a complete course of domestic science was adopted to go into effect for the year beginning July 1, 1902. The course extends through four years, and leads to the degree of bachelor of science.

North Dakota Agricultural College.—Added a two-year course in domestic science.

4. OTHER COURSES.

Alabama Polytechnic Institute.—Established a four-year course of study in chemistry and metallurgy leading to the degree of bachelor of science.

Florida Agricultural College.—Added a course in chemistry and a course in general science, each extending through four years and leading to the degree of bachelor of science.

North Dakota Agricultural College.—Established a school of pharmacy, offering a course of study extending through four years and another extending through two years.

Oregon Agricultural College.—The business course of two years has been extended to cover four years and denominated the literary commerce course. It leads to the degree of bachelor of science.

GRADUATE SCHOOL OF AGRICULTURE.

The first session of the Graduate School of Agriculture, under the auspices of the Ohio State University, and with the cooperation of the United States Department of Agriculture and the Association of American Agricultural Colleges and Experiment Stations, was held at the Ohio State University, Columbus, Ohio, from July 7 to August 1, 1902. Courses of study were offered in three main lines—agronomy, zootechny, and dairying. The faculty included 35 men, of whom 26 are professors in agricultural colleges, 7 are connected with the United States Department of Agriculture, and 2 are officers of the New York State Experiment Station. The number of students in attendance was 75. These came from 28 States and Territories, including such widely separated regions as Maine, Oregon, California, New Mexico, and Alabama. There was 1 student from Canada, and 1 from the Argentine Republic. There was 1 woman in attendance, and the colored race was represented by teachers from Tuskegee Institute and the North Carolina Agricultural and Mechanical College for the Colored Race. Twenty-seven of the students are professors or assistant professors of agriculture in agricultural colleges, 31 are assistants in the agricultural colleges and experiment stations, 9 are recent college graduates, and 8 are engaged in farming.

NEW BUILDINGS.

I. AGRICULTURE.

Purdue University (Indiana).—Agricultural Hall is a two-story brick and stone building, 165 by 60 feet, with a projection at the front entrance and a rear wing 30 by 40 feet. It contains offices for members of the agricultural faculty, class rooms and laboratories for instruction in agriculture, horticulture, live-stock husbandry, veterinary hygiene, farm dairying, creamery work, soil physics, and farm machinery; also a large assembly hall, a museum, halls for the various agricultural societies, and various other minor rooms. The building cost \$60,000.

Michigan Agricultural College.—There is in process of erection a building for instruction and experimentation in bacteriology. It is a brick structure, 59 by 76 feet, two stories with high basement. Adjacent to the building and connected with it by a covered passage way is the stable for animals treated for experimental purposes. It contains eight apartments and crematory. The cost of these buildings is about \$30,000.

University of Minnesota.—The new veterinary building, costing \$25,000, is two stories high. On the lower floor are the following rooms: Veterinary class and operating room with amphitheater seats for 80 students; pharmacy and instrument room, box-stall ward, open-stall ward and contagious ward, and two dissecting rooms. On the upper floor are a large museum and physiology class laboratory and private office.

The meat house affords accommodations for 120 students in the lecture room. The killing and cutting rooms on the main floor are well adapted to large details for practice work, and the basement curing rooms offer opportunity for training in this branch of the work. The cost of the building is \$7,500.

An addition, costing \$3,000, has been made to the forge shop of the agricultural department, and a chemical laboratory to cost \$25,000 is in course of erection.

University of Missouri.—Dairy building, stone, 50 by 150 feet, two stories and basement, cost \$24,000. Live-stock laboratory, stone, 60 by 80 feet, two stories, cost \$12,000, for stock judging and study of animal diseases. Horticultural laboratory, stone, 55 by 140 feet, two stories and basement, with insectory and plant house, each 16 by 50 feet attached, cost \$34,000.

New Mexico College of Agriculture and Mechanic Arts.—An adobe corral, 160 by 200 feet, was completed on the farm. Extending completely around it are sheds and rooms for the storage of grain, hay, and farm implements, and for sheltering stock. The total cost was \$3,000.

Oklahoma Agricultural and Mechanical College.—A two-story barn, constructed of brick, cost \$6,500.

Oregon Agricultural College.—A new three-story stone building, 85 by 125 feet, known as Agricultural Hall. It provides the offices of the director of the experiment station, a large assembly hall for agricultural and horticultural meetings, and laboratories and class rooms for the departments of agriculture, chemistry, zoology and entomology, botany and horticulture, and bacteriology. On the first floor are a large stock-judging room and the dairy department, while the attic is used as a museum. The cost of the building is about \$45,000.

South Dakota Agricultural College.—A new two-story brick plant-breeding building, cost \$10,000.

Agricultural and Mechanical College of Texas.—Chemical and veterinary laboratory building, two-story brick, contains about 18 rooms; cost, \$31,000.

Agricultural College of Utah.—A cattle barn and a sheep barn, constructed of wood and stone, have been erected at a cost of \$11,620. The cattle barn is 106 by 104 feet, and is provided with modern equipment, including iron stalls, cement floors, mangers, etc. There are accommodations for 75 head of cattle, also hospital rooms, feed rooms, a milk room, a root cellar, and storage room for hay and grain. The sheep barn is 94 by 41 feet, with accommodations for 75 sheep, and storage room for feed. The old barn has been remodeled at a cost of \$700, and is used for a horse barn. It is 60 feet square and contains model sanitary stables for horses, besides storage divisions for hay, grain, and seeds, and rooms for carriages and wagons, farm implements and machinery; also the farm foreman's room and repair shop. A vegetation house has been built of wood and stone at a cost of \$1,500, including equipment. It is used for work in agronomy and irrigation.

University of Wisconsin.—The central building for the college of agriculture, for which an appropriation of \$150,000 was made, is constructed of hydraulic pressed brick, terra-cotta and Bedford stone trimmings, and tile roof. It is 200 by 64 feet, three stories and basement, with a central projection in the rear, 66 by 66 feet, for an auditorium and library. The building contains the offices, laboratories, and museums of the agricultural experiment station, with recitation rooms and laboratories for instruction in agriculture.

2. ENGINEERING.

Alabama Polytechnic Institute.—An addition to the machine shop, increasing the accommodations about twofold.

University of Arkansas.—A brick addition to the shops, costing \$3,500.

Purdue University (Indiana).—A building for housing the collection of locomotives; cost, \$850.

University of Minnesota.—The new electrical building cost \$44,000. One portion, 92 by 50 feet, contains the electric light and power plant. The main portion, which is 80 by 60 feet, with two stories and basement, is devoted to the work of the electrical engineering department of instruction. In the basement are the electrochemical laboratory, battery room, toilet and locker rooms. On the first floor are the dynamo laboratory, high tension laboratory, office, instrument room, and shop. On the second floor are laboratories for photometry, photography, meter and lamp

testing, and rooms for recitations, drafting, library, and office. An addition has been made to the shop building of the mechanical engineering department.

North Carolina College of Agriculture and Mechanic Arts.—The new textile building is a two-story brick building, 125 by 75 feet, with a basement. Its construction is similar to a cotton mill. The basement contains the dyeing department, the first floor the looms and warp preparation machinery, and the second floor the carding and spinning machinery.

Ohio State University.—Addition to the heat, light, and power plant, costing \$12,706.

Oklahoma Agricultural and Mechanical College.—Engineering building, two stories and basement, brick; cost, \$10,958. Smokestack and boiler house, the former of brick, the latter of stone, cost \$4,596.

South Dakota Agricultural College.—A new two-story physics and engineering building, with wings extending back 60 feet; cost, \$40,000.

University of Wyoming.—A general central heating plant; cost, \$15,000.

3. GENERAL.

University of Arizona.—A new dining hall, including kitchen and laundry. It is a one-story brick building, 40 by 106 feet, and will seat 210 persons. The cost is \$7,034.

University of Arkansas.—A three-story brick dormitory, costing \$10,218. It contains about 28 rooms, including a dining room 86 by 38 feet.

Florida Agricultural College.—Science Hall, a four-story brick structure, costing \$50,000. It is 130 by 100 feet, and is equipped for instruction and experiment in science.

Kansas State Agricultural College.—Physical Science Hall is 96 by 166 feet, and its two stories and basement contain offices, class rooms, and laboratories for the departments of chemistry and physics and electrical engineering. The cost of the building is \$70,000, and the value of its equipment \$8,967.

Maryland Agricultural College.—A one-story hospital with modern appliances; addition to the president's house, cost, \$500.

North Carolina College of Agriculture and Mechanic Arts.—A large new dormitory to take the place of one destroyed by fire. Pullen Hall, a building containing library and reading rooms, a dining room for 500, an auditorium for 800, and some lecture rooms, is in course of construction. It is three stories high.

Oklahoma Agricultural and Mechanical College.—Addition to the library building, providing an auditorium with present seating capacity of 800, quarters for the department of botany and entomology and for the department of domestic economy. It is built of brick, two stories and basement, with the exception of the auditorium, which is one story high. The cost was \$17,683.

Colored Agricultural and Normal University (Oklahoma).—An addition to the main building, a dormitory for boys, and a residence for the president, at a cost of \$18,662.

Clemson Agricultural College (South Carolina).—Two-story chemistry building, 53 by 86 feet, cost \$17,457; barracks building, 199 by 42 feet, containing 82 rooms, cost \$30,682; five cottages and post-office, cost \$4,342; addition to hotel, cost \$1,388.

Agricultural College of Utah.—The central front of the main building has been constructed during the year at a cost of about \$50,000. It is of stone, brick, and iron, and provides room for the administrative offices, the library, and the commercial school.

Washington Agricultural College and School of Science.—A three-story basalt and brick chemistry building. It is 54 by 120 feet and cost \$25,000. A gymnasium, 140 by 64 feet, the front part 38 by 64 feet, is two stories high and contains 12 rooms; the main hall is 100 by 60 feet and has a gallery 6 feet wide around it; in the basement, 20 by 100 feet, are the lockers, baths, heating appliances, etc. The cost of the building is \$10,000.

TABLE 1.—Statistics of colleges of agriculture and the mechanic arts endowed by acts of Congress approved July 2, 1862, and August 30, 1890.

	Institution.	President.	Date of opening of institution.	Acres of land allotted to State under act of July 2, 1862.	Acres of land grant unsold.	Acres in farm and grounds.	Acres under cultivation.	Acres used for experiments.	Library.	
									Volumes.	Pamphlets.
	I	2	3	4	5	6	7	8	9	10
1	Alabama Polytechnic Institute, Auburn, Ala.....	Charles C. Thach, A. M.....	1872	240,000	0	323	90	35	16,417	2,000
2	University of Arizona, Tucson, Ariz.....	Frank Y. Adams, A. M.....	1891	150,000	0	113	69	69	5,828	11,000
3	University of Arkansas, Fayetteville, Ark.....	H. S. Hartzog, LL. D.....	1872	150,000	0	160	90	40	8,621	7,428
4	University of California, Berkeley, Cal.....	B. I. Wheeler, Ph. D., LL. D.....	1869	0	4,195	411	182	182	95,000	60,000
5	Colorado Agricultural College, Fort Collins, Colo.....	B. O. Aylesworth, LL. D.....	1879	90,000	44,685	300	200	40	15,000	8,000
6	Connecticut Agricultural College, Storrs, Conn.....	Rev. R. W. Stimson, A. M.....	1881	180,000	0	300	135	10	9,208	1,000
7	Delaware Agricultural College, Newark, Del.....	G. A. Hartler, Ph. D.....	1884	90,000	0	14	4	4	13,000	9,000
8	Florida Agricultural College, Lake City, Fla.....	T. H. Tallaferra, Ph. D.....	1884	90,000	0	393	150	93	4,000	9,500
9	Georgia State College of Agriculture and Mechanic Arts, Athens, Ga.....	H. C. White, Ph. D.....	1872	270,000	0	128	105	.....	32,160	.....
10	University of Idaho, Moscow, Idaho.....	James A. McLean, Ph. D.....	1892	90,000	90,000	115	110	110	4,450	2,100
11	University of Illinois, Urbana, Ill.....	A. S. Draper, LL. D.....	1868	480,000	0	665	600	300	57,000	16,000
12	Purdue University, Lafayette, Ind.....	W. E. Stone, Ph. D.....	1874	390,000	0	189	149	90	11,611	2,800
13	Iowa State College of Agriculture and Mechanic Arts, Ames, Iowa.....	E. W. Stanton, M. S., acting.....	1868	204,000	1,336	841	400	80	15,000	3,500
14	Kansas State Agricultural College, Manhattan, Kans.....	E. B. Nichols, A. M.....	1883	82,314	0	323	250	200	24,525	1,500
15	Agricultural and Mechanical College of Kentucky, Lexington, Ky.....	J. K. Patterson, Ph. D.....	1866	330,000	0	238	80	60	5,000	10,800
16	Louisiana State University and Agricultural and Mechanical College, Baton Rouge, La.....	Thomas D. Boyd, LL. D.....	1860	210,000	0	583	310	200	23,000	.....
17	University of Maine, Orono, Me.....	George E. Fellows, Ph. D.....	1868	210,000	0	373	120	5	21,669	7,500
18	Maryland Agricultural College, College Park, Md.....	R. W. Silvester.....	1869	210,000	0	286	146	40	3,600	2,650
19	Massachusetts Agricultural College, Amherst, Mass.....	H. H. Goodell, LL. D.....	1867	360,000	0	425	325	75	22,000	0
20	Massachusetts Institute of Technology, Boston, Mass.....	H. S. Prichett, Ph. D., LL. D.....	1865	.....	.....	16	0	0	57,418	16,143
21	Michigan Agricultural College, Agricultural College, Mich.....	J. L. Snyder, Ph. D.....	1857	293,673	61,553	684	400	100	23,076	.....
22	University of Minnesota, Minneapolis, Minn.....	Cyrus Northrop, LL. D.....	1868	94,000	40	250	200	150	84,000	26,000
23	Mississippi Agricultural and Mechanical College, Agricultural College, Miss.....	J. C. Hardy, A. M.....	1880	207,920	0	2,002	450	50	8,938	9,250
24	University of Missouri, Columbia, Mo.....	R. H. Jesse, LL. D.....	1841	277,016	47,108	694	320	90	46,000	35,000
25	Missouri School of Mines and Metallurgy, Rolla, Mo.*.....	G. E. Ladd, Ph. D., director.....	1870	90,000	90,000	215	175	75	6,348	5,000
26	Montana College of Agriculture and Mechanic Arts, Bozeman, Mont.....	Rev. James Reid, A. B.....	1893	90,000	.....	.....	.....	.....	.....	.....
27	University of Nebraska, Lincoln, Nebr.....	Rev. E. E. Andrews, D. D., LL. D.....	1871	90,000	11,728	332	300	60	53,080	.....
28	Nevada State University, Reno, Nev.....	Rev. J. E. Stubbs, D. D.....	1886	90,000	0	95	91	60	8,425	8,050
29	New Hampshire College of Agriculture and Mechanic Arts, Durham, N. H.....	C. S. Munkland, Ph. D.....	1867	150,000	0	343	100	15	9,435	6,500

30	Rutgers Scientific School, New Brunswick, N. J.....	1864	210,000	0	105	97	15	44,520	5,000
31	New Mexico College of Agriculture and Mechanic Arts, Mesilla Park, N. Mex.	1891	.....	.....	270	100	75	9,450	3,700
32	Cornell University, Ithaca, N. Y.....	1868	989,920	0	270	105	30	261,852	43,000
33	North Carolina College of Agriculture and Mechanic Arts, West Raleigh, N. C.	1889	270,000	0	594	175	75	4,000	1,200
34	North Dakota Agricultural College, Agricultural College, N. Dak.	1891	130,000	119,791	640	553	85	8,500	630
35	Ohio State University, Columbus, Ohio.....	1870	630,000	0	345	200	200	43,000	9,000
36	Oklahoma Agricultural and Mechanical College, Stillwater, Okla.	1891	.....	.....	200	175	150	7,965	10,957
37	Oregon State Agricultural College, Corvallis, Ore.	1870	90,000	0	199	109	50	3,270	.....
38	Pennsylvania State College, State College, Pa.....	1859	780,000	0	400	250	100	18,557	.....
39	Rhode Island College of Agriculture and Mechanic Arts, Kingston, R. I.	1889	120,000	0	178	51	20	10,029	4,000
40	Clemson Agricultural College, Clemson College, S. C.	1893	180,000	0	1,102	400	60	6,807	2,050
41	South Dakota Agricultural College, Brookings, S. Dak.	1884	160,000	160,000	400	200	80	7,026	10,600
42	University of Tennessee, Knoxville, Tenn.....	1794	300,000	0	230	110	110	17,300	8,000
43	Agricultural and Mechanical College of Texas, College Station, Tex.	1876	180,000	0	2,416	350	40	5,500	4,000
44	Agricultural College of Utah, Logan, Utah.....	1890	200,000	124,464	116	109	91	10,500	11,000
45	University of Vermont and State Agricultural College, Burlington, Vt.	1800	190,000	0	130	120	120	64,212	31,893
46	Virginia Agricultural and Mechanical College and Polytechnic Institute, Blacksburg, Va.	1872	300,000	0	404	350	100	3,600	1,400
47	Washington Agricultural College and School of Science, Pullman, Wash.	1892	90,000	90,000	250	250	200	7,381	2,004
48	West Virginia University, Morgantown, W. Va.....	1868	150,000	0	130	40	.....	20,000	.....
49	University of Wisconsin, Madison, Wis.....	1849	240,000	80	400	200	25	66,239	20,000
50	University of Wyoming, Laramie, Wyo.....	1887	90,000	90,000	416	180	180	15,000	7,000
Total.....		.....	10,320,843	934,980	20,346	9,709	4,039	1,318,537	436,535
<i>Institutions for colored students.</i>									
1	Agricultural and Mechanical College for Negroes, Normal, Ala.	1875	.....	.....	182	100	.....	2,517	1,218
2	Branch Normal College, Pine Bluff, Ark.....	1875	.....	.....	20	.....	.....	3,386	1,241
3	State College for Colored Students, Dover, Del.	1892	.....	.....	97	90	.....	400	300
4	Florida State Normal and Industrial College for Colored Students, Tallahassee, Fla.	1887	.....	.....	200	100	5	778	1,000
5	Georgia State Industrial College, College, Ga.....	1890	.....	.....	86	30	0	300	400
6	Kentucky Normal and Industrial Institute for Colored Persons, Frankfort, Ky.	1887	.....	.....	310	114	15	1,108	1,456
7	Southern University, New Orleans, La.....	1880	.....	.....	104	48	0	2,617	1,572
8	Princess Anne Academy, Princess Anne, Md.....	1887	.....	.....	120	120	0	.....	.....
9	Adorn Agricultural and Mechanical College, Westside, Miss.	1871	.....	.....	300	200	50	2,700	.....

* Statistics included under University of Missouri.

TABLE 1.—Statistics of colleges of agriculture and the mechanic arts endowed by acts of Congress approved July 2, 1862, and August 30, 1890—Cont'd.

Institution.	President.	Date of opening of institution.	Acres of land allotted to State under act of July 2, 1862.	Acres of land grant of 1862 still unsold.	Acres in farm and grounds.	Acres under cultivation.	Acres used for experiments.	Library.	
								Volumes.	Pamphlets.
I	2	3	4	5	6	7	8	9	10
10 Lincoln Institute, Jefferson City, Mo.....	Benjamin F. Allen, A. M.....	1866	.....	.....	45	25	.....	400	300
11 Agricultural and Mechanical College for the Colored Race, Greensboro, N. C.....	James B. Dudley, A. M.....	1894	.....	.....	125	80	5	877	.....
12 Colored Agricultural and Normal University, Langston, Okla.....	Inman E. Page, A. M.....	1897	.....	.....	160	91	.....	700	50
13 Colored Normal, Industrial, Agricultural, and Mechanical College, Orangeburg, S. C.....	T. E. Miller, LL. D.....	1896	.....	.....	130	78	4	750	509
14 Prairie View State Normal and Industrial College, Prairie View, Tex.....	E. L. Blackshear.....	1879	.....	.....	1,500	160	5	800	400
15 Hampton Normal and Agricultural Institute, Hampton, Va.....	Rev. H. B. Frissell, D. D.....	1865	.....	.....	795	500	40	11,568	.....
16 West Virginia Colored Institute, Institute, W. Va.....	J. McH. Jones.....	1891	.....	.....	69	59	0	1,730	450
Total.....	.....	.....	.....	.....	4,243	1,795	124	30,631	8,906
Grand total.....	.....	.....	10,320,843	384,980	24,589	11,504	4,163	1,349,168	445,441

TABLE 2.—Teachers and students in colleges of agriculture and the mechanic arts endorsed by acts of Congress approved July 2, 1862, and August 20, 1890.

Institution.	Professors and instructors.						Students.						In all departments.								
	College of agriculture and mechanic arts.			In all departments.			College of agriculture and mechanic arts.			In other departments.			Men.	Women.							
	Preparatory department.	Collegiate department.		Total number.	Men.	Women.	Preparatory department.	Collegiate department.		Graduate department.		Men.			Women.						
		Men.	Women.					Men.	Women.	Men.	Women.		Men.	Women.							
1	2	4	5	9	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21		
Alabama Polytechnic Institute.....	3	0	0	24	0	0	0	58	0	320	6	18	4	0	0	0	0	0	396	10	
University of Arizona.....	8	5	10	11	5	11	8	82	60	48	21	2	2	0	0	0	0	0	132	83	
University of Arkansas.....	13	7	20	21	7	26	8	114	0	98	0	3	0	0	0	0	0	0	433	156	
University of California.....	0	0	85	0	85	0	211	0	0	717	44	17	0	0	0	0	0	0	1,904	1,288	
Colorado Agricultural College.....	7	3	29	3	29	3	29	102	28	138	43	6	0	0	0	0	0	0	319	129	
Connecticut Agricultural College.....	0	17	3	17	3	17	3	0	0	39	11	2	0	0	0	0	0	0	64	18	
Delaware College.....	0	0	19	0	19	0	0	0	0	109	0	4	0	0	0	0	0	0	114	0	
Florida Agricultural College.....	1	1	15	2	16	3	16	43	23	48	21	0	0	0	0	0	0	0	135	63	
Georgia State College of Agriculture and Mechanic Arts.....	3	2	11	3	14	5	15	76	68	77	44	0	0	0	0	0	0	0	154	0	
University of Idaho.....	0	69	3	72	6	73	8	0	0	516	3	27	0	0	0	0	0	0	138	168	
Purdue University (Indiana).....	0	0	72	6	72	6	73	0	0	901	49	32	16	170	19	9	1,616	580	2,340	592	
Iowa State College of Agriculture and Mechanic Arts.....	2	10	49	20	49	20	49	203	47	807	153	6	4	300	0	0	0	0	1,103	81	
Kansas State Agricultural College.....	2	10	38	13	40	23	40	239	59	533	254	15	17	281	57	0	0	0	1,316	204	
Agricultural and Mechanical College of Kentucky.....	5	0	31	0	36	0	36	100	10	321	58	11	6	68	37	0	0	0	1,017	379	
Louisiana State University and Agricultural and Mechanical College.....	7	0	23	0	27	0	27	0	162	0	254	0	1	0	0	3	0	0	500	111	
University of Maine.....	0	0	44	0	44	0	44	0	0	329	16	5	0	0	0	0	0	0	420	0	
Maryland Agricultural College.....	1	0	16	0	17	0	17	0	39	0	174	0	0	0	0	14	0	47	395	16	
Massachusetts Agricultural College.....	0	0	21	0	21	0	21	0	0	10	0	10	0	19	0	0	0	0	162	0	
Massachusetts Institute of Technology.....	0	0	187	2	187	2	187	2	0	1,350	49	16	0	34	4	0	0	0	217	7	
Michigan Agricultural College.....	45	9	45	9	45	9	45	72	0	1	369	158	7	0	94	0	0	0	1,365	49	
University of Minnesota.....	75	12	75	12	246	28	246	365	132	449	25	2	0	151	5	0	0	0	531	158	
Mississippi Agricultural and Mechanical College.....	6	0	27	0	28	0	28	0	250	0	317	5	4	0	28	0	0	0	1,690	892	
University of Missouri.....	0	0	56	2	56	2	55	8	0	445	3	20	0	90	40	0	0	0	1,017	379	
Missouri School of Mines and Metallurgy*.....	0	2	16	9	16	10	16	49	48	48	24	1	1	22	16	0	0	0	661	412	
Montana College of Agriculture and Mechanic Arts.....	0	0	67	11	67	11	67	98	0	324	70	3	0	59	0	0	0	0	100	27	
University of Nebraska.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	840	885	
																				1,324	965

* Statistics included under University of Missouri.

TABLE 3.—Number of students graduated in 1902 and number of students pursuing various courses of study in colleges of agriculture and the mechanic arts endowed by acts of Congress approved July 2, 1862, and August 30, 1890.

Institution.	Graduated in 1902.				Students pursuing courses in—												
	Number.		Average age.		9	7	8	9	10	11	12	13	14	15	16	17	
	Men.	Women.	Years.	Months.													
1 Alabama Polytechnic Institute.....	35	1	20	8½	97	55	29	57									
2 University of Arizona.....	6	3	22	4		2	4		40				13				
3 University of Arkansas.....	18	5	22	3½	10	14	42	32	0								
4 University of California.....	301	155	23	3½	61	130	91		248	171							
5 Colorado Agricultural College.....	18	13	20	4	47	97	0	0	0	0	0	9	80	9	18	0	
6 Connecticut Agricultural College.....	17	4	20	3	62	7	28	21	0	0	0	0	12	0	5	45	
7 Delaware College.....	15	0	22	8	8	7	98								6	97	
8 Florida Agricultural College.....	4	2	20	6	41	84	22								1	134	
9 Georgia State College of Agriculture and Mechanic Arts.....	7	0	21	6	43		12	5				9				132	
10 University of Idaho.....	9	2	26	6			15		28							125	
11 Purdue University (Indiana).....	431	58	23	6	203	131	170	105		5	62	37	08	48	594		
12 Iowa State College of Agriculture and Mechanic Arts.....	154	12	22	8	120	321	206	272				20	06	26	419		
13 Kansas State Agricultural College.....	53	14	23	0	194	91	119	163	15			30	36	81	590		
14 Louisiana State University and Agricultural and Mechanical College.....	34	19	24	1	341	233	134					296		60	600		
15 Mississippi Agricultural College.....	52	6	21	7	337	46	0	0	0	0	0	0	0	0	489		
16 Louisiana State University and Agricultural and Mechanical College.....	35	0	20	6	37	34	40		39				17		347		
17 University of Maine.....	50	4	20	11	18	31	112	94	0	0	0	0	0	16	279		
18 Maryland Agricultural College.....	10	0	20	2	19	44	2		0	0	0	0	6	5	143		
19 Massachusetts Agricultural College.....	189	6	22	5			224						76	36	183		
20 Massachusetts Institute of Technology.....	22	0	22	9	0	129	102	96		30	40			79	385		
21 Michigan Agricultural College.....	48	11	23	7	293	177	90					158			400		
22 University of Minnesota.....	327	110	20	5	619	177	100	95	109	21	62			114	550		
23 Mississippi Agricultural and Mechanical College.....	20	1	20	5	478	237	10	62	139	19				26	599		
24 University of Missouri.....	30	1	20		145	34	98	62	139	19				40	251		
25 Missouri Agricultural and Mechanical College.....																	
26 Montana School of Mines and Metallurgy.....	7	1	22		21	613	6	6				12			55		
27 University of Nebraska.....	151	70	21		11	34	68	86				21			300		
28 Nevada State University.....	11	8	21		1	17	2		53			25			170		
29 New Hampshire College of Agriculture and Mechanic Arts.....	36	1	23		51	29	12		8			19	12		86		
30 Rutgers Scientific School (New Jersey).....	86	0	22	2	57	0	43	26	0	19	0	0	0	0	159		
31 New Mexico College of Agriculture and Mechanic Arts.....	2	3	20	4	32	22	0	0	0	0	0	0	0	0	0		
32 Cornell University (New York).....	397	99	20		92	792	214				50				712		
33 North Carolina College of Agriculture and Mechanic Arts.....	14		21	7	72	135	32	58	0	11	41				312		

34	North Dakota Agricultural College	1	22	370	191	0	0	0	0	0	0	0	125	78	41	96
35	Ohio State University	25	21	49	e 71	e 79	e 63	e 35	e 20	0	e 8	0	39	61	40	400
36	Oklahoma Agricultural and Mechanical College	4	21	0	40	53	5	.....	.....	.....	.....	.....	67	64	.....	.....
37	Oregon State Agricultural College	12	12	61	106	78	11	107	.....	.....	.....	.....	50	9	64	321
38	Pennsylvania State College	0	23	13	100	78	128	26	3	.....	.....	.....	.....	43	425	.....
39	Rhode Island College of Agriculture and Mechanic Arts	0	21	6	6	2	8	.....	.....	.....	.....	.....	.....	.....	65	.....
40	Clemson Agricultural College (South Carolina)	0	21	47	88	8	80	.....	.....	.....	.....	.....	.....	23	11	483
41	South Dakota Agricultural College	4	23	43	37	0	8	0	0	4	33	.....	.....	6	27	161
42	University of Tennessee	7	21	46	90	.....	.....	.....	.....	.....	.....	.....	.....	24	24	199
43	Agricultural and Mechanical College of Texas	0	21	206	115	98	.....	.....	.....	.....	.....	.....	.....	32	24	451
44	Agricultural College of Utah	2	21	22	3	57	.....	.....	.....	.....	.....	.....	.....	9	9	205
45	University of Vermont and State Agricultural College	1	24	40	19	37	32	0	36	0	0	0	0	20	52	200
46	Virginia Agricultural and Mechanical College and Polytechnic Institute	11	23	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
47	Washington Agricultural College and School of Science	51	0	35	135	50	150	.....	.....	.....	.....	.....	.....	10	12	412
48	West Virginia University	34	4	0	32	14	.....	.....	.....	.....	.....	.....	.....	.....	8	281
49	University of Wisconsin	51	8	37	e 79	.....	.....	24	.....	.....	.....	.....	.....	.....	.....	194
50	University of Wyoming	106	21	446	e 297	93	116	0	0	0	0	0	0	0	0	671
		3	22	6	1	0	0	23	0	0	0	0	0	0	0	75
	Total	3,288	797	6	4,848	2,128	1,941	923	382	138	178	1,218	641	789	14,638	

* Statistics included under University of Missouri.

a Includes students in electrical engineering.

b Includes 12 engineering students not classified.

c Last three years of course.

d All engineering students.

e Includes 15 general engineering and 218 freshman engineering students.

TABLE 3.—Number of students graduated in 1902 and number of students pursuing various courses of study in colleges of agriculture and the mechanic arts endowed by acts of Congress approved July 2, 1862, and August 30, 1890.—Continued.

Institution.	Graduated in 1902.			Students pursuing courses in—												
	Number.	Average age.		6	7	8	9	10	11	12	13	14	15	16	17	
		Men.	Women.													Years.	Months.
<i>Institutions for colored students.</i>																
1 Agricultural and Mechanical College for Negroes (Alabama)	15	55	18	0	158											
2 Branch Normal College (Arkansas)	4	1	23	0		36		9					244		211	
3 State College for Colored Students (Delaware)	3	2	21	0		20							65	36		
4 Florida State Normal and Industrial College for Colored Students	2	6	23	0	22	6	10	5			4	45	20	20		
5 Georgia State Industrial College	32	11	20	0	12								64			
6 Kentucky Normal and Industrial Institute for Colored Persons	2	3	20	0	22		24				25	18	69			
7 Southern University (Louisiana)	9	23	17	6	39		53				26	23	154			
8 Princess Anne Academy (Maryland)	3	6	20	0	20							23	23			
9 Alcorn Agricultural and Mechanical College (Mississippi)	6	0	25	0	150					5			66			
10 Lincoln Institute (Missouri)	19	14	21	0	30	29	37	7								
11 Agricultural and Mechanical College for the Colored Race (North Carolina)	6	1			50	18	40	8	3							
12 Colored Agricultural and Normal University (Oklahoma)					83	13	25	25			2		128		3	
13 Colored Normal, Industrial, Agricultural, and Mechanical College (South Carolina)	35	23	19	0	150		63	30	30	78			230			
14 Prairie View State Normal and Industrial College (Texas)	10	4	24	0	74	18	48	74					62	124		
15 Hampton Normal and Agricultural Institute (Virginia)	24	10	21	0	666	28	38	9	9	12	5	7	520	520	385	
16 West Virginia Colored Institute	8	10	20	0	7								83		62	
Total	178	178	19	9	1,483	132	374	44	162	93	10	71	708	1,790	39	668

RECAPITULATION.

	Graduated in 1902.				Military drill.
	Number.		Average age.		
	Men.	Women.	Years.	Months.	
Institutions for white students and for both races	3,288	797	22	6	14,638
Institutions for colored students	178	178	19	9	668
Total	3,466	975	22	3	15,306

35	Ohio State University	524,176	34,381	0	0	1,500,000	842,733	176,000	37,000	75,000	27,000	3,216,260
36	Oklahoma Agricultural and Mechanical College	0	0	0	0	10,000	98,500	30,800	22,923	17,965	7,000	187,194
37	Oregon State Agricultural College	131,556	0	0	0	20,000	120,000	3,500	17,000			292,056
38	Pennsylvania State College	427,291	0	89,709	0	40,000	750,000				60,000	1,397,000
39	Rhode Island College of Agriculture and Mechanic Arts	0	0	0	0	18,000	200,000			13,679	101,061	389,740
40	Clensom Agricultural College (South Carolina)	95,900	0	80,000	0	26,280	323,000	120,000	70,000	7,000	15,000	737,180
41	South Dakota Agricultural College	0	0	800,000	0	40,000	170,000	10,000	3,200	5,300		1,093,500
42	University of Tennessee	396,000	0	29,000	0	106,370	205,409	47,492	44,915	11,000	11,701	851,887
43	Agricultural and Mechanical College of Texas	209,000	0	0	0	18,320	400,000	10,842	22,578	5,500	83,024	731,861
44	Agricultural College of Utah	101,070	0	168,026	0	12,800	205,493	9,928	1,521	6,548	23,965	530,391
45	University of Vermont and State Agricultural College	135,500	0	448,550	0	30,000	575,000	58,000	10,000	150,000	20,000	1,427,050
46	Virginia Agricultural and Mechanical College and Polytechnic Institute	344,312	0	0	0	30,000	218,740			2,600	111,956	707,068
47	Washington Agricultural College and School of Science	0	0	900,000	0	15,000	250,000	20,000	35,000	20,000	15,000	1,255,000
48	West Virginia University	90,000	0	24,370	0	225,000	490,000	10,000	20,000	40,000		833,370
49	University of Wisconsin	303,360	228,264	0	100	110,173	1,273,806	280,735	280,735	130,233		2,322,791
50	University of Wyoming	21,490	4,065	90,000	0	10,600	150,000	39,000	27,000	21,800	6,300	390,215
	Total	10,744,903	1,786,986	14,378,013	5,336,972	4,901,879	20,147,274	1,635,046	1,442,458	2,221,319	3,597,612	60,192,462
<i>Institutions for colored students.</i>												
1	Agricultural and Mechanical College for Negroes (Alabama)	0	0	0	0	18,200	42,804	5,079	3,117	2,937		72,157
2	Branch Normal College (Arkansas)	0	0	0	0	26,000	42,320	1,500			1,500	42,320
3	State College for Colored Students (Delaware)	0	0	0	0	6,000	18,800	1,000	8,000			33,800
4	Florida State Normal and Industrial College for Colored Students	0	0	0	0	5,500	25,000	1,000	2,000	1,000	5,500	40,000
5	Georgia State Industrial College	0	0	0	0	1,400	32,433				3,144	36,977
6	Kentucky Normal and Industrial Institute for Colored Persons	0	0	0	0	18,200	42,804					72,157
7	Southern University (Louisiana)	0	0	22,000	0	22,000	23,000	350	2,500	1,700	1,200	51,350
8	Princess Anne Academy (Maryland)	0	0	0	0	46,365	4,384	3,429	4,384	3,948	7,389	87,515
9	Alcorn Agricultural and Mechanical College (Mississippi)	113,575	96,296	0	0	3,000	150,000	10,000	5,000	5,000	2,000	16,000
10	Lincolen Institute (Missouri)	0	0	0	0	5,000	100,000					384,871
11	Agricultural and Mechanical College for the Colored Race (North Carolina)	0	0	0	0	10,000	42,300	3,800	12,000	1,000	4,000	73,100
12	Colored Agricultural and Normal University (Oklahoma)	95,900	0	0	0	5,000	33,904	1,500	8,500	1,600	2,500	53,004
13	Colored Normal, Industrial, Agricultural, and Mechanical College (South Carolina)	0	0	0	0	40,000	80,000	3,600	7,150	1,500	2,000	230,150
14	Prairie View State Normal and Industrial College (Texas)	0	0	0	0	20,000	81,200	800	2,500	1,320	3,600	109,420
15	Hampden Normal and Agricultural Institute (Virginia)	172,156	0	1,055,321	0	57,000	565,000	8,000	16,000	6,000	155,500	2,010,977
16	West Virginia Colored Institute	0	0	0	0	12,000	82,200	3,000				121,200
	Total	381,631	96,296	1,055,321		232,020	1,391,006	39,038	85,151	29,925	188,333	3,407,841
	Grand total	11,126,634	1,883,282	15,433,334	5,336,972	5,133,839	21,508,280	1,674,104	1,527,609	2,250,314	3,785,945	69,600,303

^a Statistics included under University of Missouri.

TABLE 5.—Income of colleges of agriculture and the mechanic arts endowed by acts of Congress approved July 2, 1862, and August 30, 1890.

Institution.	I										Total.	United States appropriation for experiment stations (act of March 2, 1887).
	2	3	4	5	6	7	8	9	10	11		
1 Alabama Polytechnic Institute.....	\$12,873	\$20,280	0	0	\$13,850	\$920	\$1,850	\$4,623	55,396	\$15,000		
2 University of Arizona.....	20,877	0	0	0	25,000	0	1,401	2,400	49,828	15,000		
3 University of Arkansas.....	53,600	10,400	0	0	25,182	490	2,880	1,844	86,826	15,000		
4 University of California.....	412,434	46,870	\$1,440	\$44,197	25,000	12,817	51,319	594,107	1,819	15,000		
5 Colorado Agricultural College.....	59,066	10,852	0	0	25,000	0	3,821	100,753	15,000	15,000		
6 Connecticut Agricultural College.....	16,800	6,700	0	0	25,000	60	1,750	16,000	61,500	7,500		
7 Delaware College.....	17,500	4,980	0	0	20,000	0	3,579	37,869	15,000	15,000		
8 Florida Agricultural College.....	64,250	8,956	0	0	12,500	0	2,336	1,271	86,313	15,000		
9 Georgia State College of Agriculture and Mechanic Arts.....	11,000	16,954	0	0	16,667	0	527	257	37,405	0		
10 University of Idaho.....	0	0	0	0	25,000	0	300	966	37,266	15,000		
11 University of Illinois.....	521,333	32,177	0	0	25,000	0	28,391	763,790	15,000	15,000		
12 Purdue University (Indiana).....	88,750	17,000	0	0	25,000	156,892	29,519	21,882	184,469	15,000		
13 Iowa State College of Agriculture and Mechanic Arts.....	138,089	38,254	0	0	25,000	2,288	335	2,517	204,195	15,000		
14 Kansas State Agricultural College.....	124,880	25,370	0	0	25,000	0	0	0	175,250	15,000		
15 Agricultural and Mechanical College of Kentucky.....	55,078	8,645	0	0	21,375	2,377	1,211	32,566	121,252	15,000		
16 Louisiana State University and Agricultural and Mechanical College.....	21,000	9,116	5,440	0	12,651	0	2,097	5,262	55,566	15,000		
17 University of Maine.....	15,000	5,915	0	4,000	25,000	12,870	8,580	19,316	90,681	15,000		
18 Maryland Agricultural College.....	21,000	3,478	0	0	25,000	16,313	8,411	74,202	15,000	15,000		
19 Massachusetts Agricultural College.....	25,203	7,300	0	0	16,667	0	1,775	51,675	15,000	15,000		
20 Massachusetts Institute of Technology.....	25,200	5,468	0	65,000	0	0	730	31,604	367,833	0		
21 Michigan Agricultural College.....	39,200	65,000	0	0	25,000	221,583	10,845	31,604	387,833	15,000		
22 University of Minnesota.....	406,181	23,452	30,161	0	25,000	385	4,230	44,072	177,887	15,000		
23 Mississippi Agricultural and Mechanical College.....	129,602	5,915	0	0	11,624	104,000	27,733	27,733	616,527	15,000		
24 University of Missouri.....	212,569	17,494	12,320	850	23,438	330	1,625	24,387	181,811	15,000		
25 Missouri School of Mines and Metallurgy.....	27,000	9,300	0	0	25,000	2,251	750	4,634	68,935	15,000		
26 Montana College of Agriculture and Mechanic Arts.....	119,750	35,000	20,000	0	25,000	0	0	32,217	231,947	15,000		
27 University of Nebraska.....	28,340	4,800	1,440	0	25,000	0	598	59,098	15,000	15,000		
28 Nevada State University.....	25,500	6,480	0	0	25,000	1,039	592	28,302	85,253	15,000		
29 New Hampshire College of Agriculture and Mechanic Arts.....	0	6,480	0	18,389	25,000	6,507	0	423	56,799	15,000		
30 Rutgers Scientific School (New Jersey).....	5,510	0	0	0	25,000	1,178	145	1,451	33,147	15,000		
31 New Mexico College of Agriculture and Mechanic Arts.....	37,261	34,429	0	372,681	25,000	237,000	48,254	388,132	1,105,630	15,000		
32 Cornell University (New York).....	25,000	3,578	0	0	16,730	3,645	3,313	40,240	100,715	15,000		
33 North Carolina College of Agriculture and Mechanic Arts.....	258,352	31,451	2,155	0	25,000	7,392	30,568	58,540	400,438	15,000		
34 North Dakota Agricultural College.....	0	0	0	0	25,000	0	0	65,058	100,438	15,000		
35 Ohio State University.....	0	0	0	0	25,000	0	0	65,058	420,006	0		

36	Oklahoma Agricultural and Mechanical College	53,266	0	14,730	0	22,500	975	3,466	94,837	15,000
37	Oregon State Agricultural College	30,954	10,363	0	0	25,000	711	1,782	68,510	35,000
38	Pennsylvania State College	49,361	25,637	0	0	25,000	6,738	16,106	122,992	35,000
39	Rhode Island College of Agriculture and Mechanic Arts	20,195	2,500	0	0	25,000	420	48,115	15,000	35,000
40	Clemson Agricultural College (South Carolina)	85,671	5,754	0	3,512	12,500	925	5,365	116,545	15,000
41	South Dakota Agricultural College	74,700	0	0	0	25,000	2,290	12,790	118,634	14,900
42	University of Tennessee	23,960	0	0	3,006	25,000	12,760	6,523	71,819	15,000
43	Agricultural and Mechanical College of Texas	67,000	14,280	0	0	18,750	2,383	6,651	100,030	15,000
44	Agricultural College of Utah	87,100	4,938	0	0	25,000	1,033	126,135	15,000	15,000
45	University of Vermont and State Agricultural College	6,000	8,130	0	23,039	25,000	16,056	3,608	82,493	15,000
46	Virginia Agricultural and Mechanical College and Polytechnic Institute	50,000	20,659	0	0	56,667	13,123	1,933	102,067	15,000
47	Washington Agricultural College and School of Science	51,000	0	0	0	25,000	30	88,615	15,000	15,000
48	West Virginia University	156,550	6,543	0	0	20,000	10,303	9,728	203,124	15,000
49	University of Wisconsin	351,000	13,331	11,097	726	20,000	43,500	42,225	514,279	15,000
50	University of Wyoming	18,416	0	0	0	25,000	474	909	44,829	15,000
	Total	4,119,238	659,989	110,141	536,663	1,082,454	852,505	254,096	1,062,081	680,500
<i>Institutions for colored students.</i>										
1	Agricultural and Mechanical College for Negroes (Alabama)	4,000	0	0	0	11,150	0	15,656	30,806	0
2	Branch Normal College (Arkansas)	3,780	0	0	0	6,818	375	11,031	11,031	0
3	State College for Colored Students (Delaware)	3,000	0	0	0	5,000	0	2,228	10,228	0
4	Florida State Normal and Industrial College for Colored Students	4,500	0	0	0	12,500	0	0	17,000	0
5	Georgia State Industrial College	8,000	0	0	0	8,833	0	0	16,833	0
6	Kentucky Normal and Industrial Institute for Colored Persons	3,000	1,255	0	0	3,625	0	1,907	9,983	0
7	Southern University (Louisiana)	10,000	0	0	0	12,819	167	400	22,993	0
8	Princess Anne Academy (Maryland)	0	0	0	0	0	6	671	257	0
9	Alcorn Agricultural and Mechanical College (Mississippi)	31,000	6,814	5,778	0	13,376	577	800	57,768	0
10	Lincoln Institute (Missouri)	1,000	0	0	0	1,562	0	0	2,562	0
11	Agricultural and Mechanical College for the Colored Race (North Carolina)	12,500	0	0	0	8,250	286	4,885	25,921	0
12	Colored Agricultural and Normal University (Oklahoma)	21,000	0	0	0	2,500	0	219	23,719	0
13	Colored Normal, Industrial, Agricultural, and Mechanical College (South Carolina)	8,500	5,754	0	0	12,500	0	0	26,754	0
14	Prairie View State Normal and Industrial College (Texas)	22,700	0	0	0	6,250	0	11,659	40,609	0
15	Hampton Normal and Agricultural Institute (Virginia)	0	10,329	0	50,350	8,333	0	497	185,881	0
16	West Virginia Colored Institute	1,000	0	0	0	5,000	0	289	6,414	0
	Total	138,983	24,152	5,778	50,350	117,546	1,405	155,089	489,202	0
	Grand total	4,258,257	684,141	115,919	587,013	1,200,000	853,910	255,049	1,217,770	680,500

^bIncluded under Maryland Agricultural College.

^cStatistics included under University of Missouri.

TABLE 6.—Value of additions to equipment during the year of colleges of agriculture and the mechanic arts endowed by acts of Congress approved July 2, 1862, and August 30, 1890.

Institution.	I							
	2	3	4	5	6	7	8	
Permanent endowment.	Buildings.	Library.	Apparatus.	Machinery.	Miscellaneous.	Total.		
1 Alabama Polytechnic Institute.....	0	\$1,276	\$1,908	\$1,200	\$1,400		\$6,084	
2 University of Arizona.....	0	7,034	1,248	2,061	2,441	\$454	13,238	
3 University of Arkansas.....	0	14,000	600	3,500	1,400		19,700	
4 University of California.....	\$107,500	65,000	19,691			15,000	207,191	
5 Colorado Agricultural College.....	0	0	500	1,850	0	650	3,000	
6 Connecticut Agricultural College.....	0	0	973	1,020	3,361	3,832	9,186	
7 Delaware College.....	0	12,500	1,400	1,450	1,200	2,475	19,025	
8 Florida State College of Agriculture and Mechanic Arts.....	0	50,000	1,144	323	1,000	4,130	55,597	
9 Georgia State College of Agriculture and Mechanic Arts.....	0	50,000	850	600	0	1,450	51,950	
10 University of Idaho.....	35,325	175,000	425	1,200	200	125	225,325	
11 Purdue University (Indiana).....	0	100,000	275	5,000	5,000	5,000	27,000	
12 Iowa State College of Agriculture and Mechanic Arts.....	0	22,000	2,000	2,000	2,475	2,570	27,000	
13 Kansas State Agricultural College.....	0	75,000	1,500	2,000	1,000	0	80,500	
14 Kent State Agricultural College.....	0	20,000	1,171	3,248	1,370	7,000	85,710	
15 Louisiana State University and Agricultural and Mechanical College.....	0	17,812	682	1,505	1,271	631	21,961	
16 University of Maine.....	0	0	2,251	3,756	2,000	75	8,082	
17 Maryland Agricultural College.....	0	0	1,000	625	0	0	1,625	
18 Massachusetts Agricultural College.....	116,658	0	6,645	0	0	0	123,303	
19 Massachusetts Institute of Technology.....	0	0	0	0	0	0	0	
20 Michigan Agricultural College.....	19,783	161,700	8,500	11,461	39,000	0	231,444	
21 University of Minnesota.....	0	1,886	784	1,288	33,444	0	47,373	
22 Mississippi Agricultural and Mechanical College.....	0	174,000				9,971	174,000	
23 University of Missouri.....	0	16,000	2,000	1,250	950		20,200	
24 Missouri College of Mines and Metallurgy.....	0	8,450	8,450	7,500	7,500	1,500	30,900	
25 Montana College of Agriculture and Mechanic Arts.....	0	15,500	50	524	452	6,178	17,450	
26 Nevada State University.....	1,000	0	0	991	0	2,014	3,005	
27 New Hampshire College of Agriculture and Mechanic Arts.....	29,700	0	2,148	2,563	0	718	26,069	
28 Rutgers Scientific School (New Jersey).....	0	0	1,500	1,000	1,000	1,500	5,000	
29 New Mexico College of Agriculture and Mechanic Arts.....	545,931	0	19,005	500	11,000	852	567,596	
30 Cornell University (New York).....	0	25,493	233	350	1,230	1,472	38,138	
31 North Carolina College of Agriculture and Mechanic Arts.....	0	350	2,350	1,230	0	0	4,960	
32 North Dakota Agricultural College.....	4,653	63,753	5,000	12,858	0	1,100	47,620	
33 Ohio State University.....	0	45,000	1,420	1,000	0	233	20,640	
34 North Dakota Agricultural College.....	0	18,522	822	325	737	0	1,000	
35 Oklahoma Agricultural and Mechanical College.....	0	2,500	550	200	70	0	3,720	
36 Ohio State Agricultural College.....	0	38,723	1,000	5,000	5,000	0	49,723	
37 Pennsylvania State College.....	0	50,000	1,300	1,000	1,200	0	52,500	
38 Rhode Island College of Agriculture and Mechanic Arts.....	0	0	0	0	0	0	0	
39 Clemson Agricultural College (South Carolina).....	0	0	0	0	0	0	0	
40 South Dakota Agricultural College.....	0	0	0	0	0	0	0	
41 South Dakota Agricultural College.....	0	50,000	0	0	0	0	50,000	

42	University of Tennessee	0	350	500	300	500	901	2,551
43	Agricultural and Mechanical College of Texas	0	31,000	1,000	0	0	0	22,000
44	Agricultural College of Utah	0	47,118	957	2,403	0	6,563	57,633
45	University of Vermont and State Agricultural College	10,000	23,000	2,000	12,000	700	0	49,500
46	Virginia Agricultural and Mechanical College and Polytechnic Institute	0	41,125	0	11,081	4,910	4,569	51,705
47	Washington Agricultural College and School of Science	0	14,000	581	3,523	4,855	1,164	24,138
48	West Virginia University	0	30,000	3,000	700	11,858	39,215	61,458
49	University of Wisconsin	0	30,336	6,028	0	0	0	73,807
50	University of Wyoming	0	4,000	6,000	4,000	2,000	300	16,300
Total.....		802,220	1,406,608	127,009	98,204	142,237	118,732	2,815,010
<i>Institutions for colored students.</i>								
1	Agricultural and Mechanical College for Negroes (Alabama)	0	3,803	0	0	2,000	100	7,900
2	Branch Normal College (Arkansas)	0	2,500	0	0	0	0	2,500
3	State College for Colored Students (Delaware)	0	3,855	125	12	100	0	3,855
4	Florida State Normal and Industrial College for Colored Students	0	0	28	93	0	343	464
5	Georgia State Industrial College	0	0	0	0	0	0	0
6	Kentucky Normal and Industrial Institute for Colored Persons	0	0	0	0	0	0	0
7	Southern University (Louisiana)	0	0	0	0	0	0	0
8	Princess Anne Academy (Maryland)	0	0	0	0	0	0	0
9	Alcorn Agricultural and Mechanical College (Mississippi)	0	1,000	291	0	512	1,322	1,000
10	Lincoln Institute (Missouri)	0	0	300	200	400	200	2,155
11	Agricultural and Mechanical College for the Colored Race (North Carolina)	0	18,662	300	427	148	0	19,762
12	Colored Agricultural and Normal University (Oklahoma)	0	0	0	0	0	0	0
13	Colored Normal, Industrial, Agricultural, and Mechanical College (South Carolina)	0	0	350	0	0	300	5,350
14	Prairie View State Normal and Industrial College (Texas)	0	4,700	0	0	0	0	128,685
15	Hampton Normal and Industrial Institute (Virginia)	128,685	16,000	200	300	438	214	17,212
16	West Virginia Colored Institute	0	0	0	0	0	0	0
Total.....		128,685	52,517	1,291	1,032	3,688	2,479	189,695
Grand total.....		990,905	1,519,125	128,303	99,236	145,925	121,211	3,004,705

TABLE 7.—Statistics of farmers' institutes and of student labor in colleges of agriculture and the mechanic arts endowed by acts of Congress approved July 2, 1862, and August 30, 1890.

Institution.	Farmers' institutes.						Student labor.				
	Num-ber held in State.	Total attend-ance.	Institutes attended by col-lege and station staffs.	Members of the staffs en-gaged in the work.	Days given by staffs to institute work.	State appropriation for insti-tutes.	Num-ber of stu-dents employed.	Average amount earned by each student.	Amount expended for student labor.	State appro-priation for student labor.	
I	2	3	4	5	6	7	8	9	10	11	
1 Alabama Polytechnic Institute	21	1,161	21	7	7	0	0	\$03	\$1,242	0	
2 University of Arizona	2	350	2	4	12	0	12	35	3,695	\$2,560	
3 University of Arkansas	0					0	105	71	10,077	0	
4 University of California	15		15	9	70	0	160	39	6,276	1,000	
5 Colorado Agricultural College							62	37	2,315	0	
6 Connecticut Agricultural College	13	3,920	9	7	21	\$600	0				
7 Delaware College						3,750					
8 Florida Agricultural College											
9 Georgia State College of Agriculture and Mechanic Arts	0	17,000	50	6	14	1,000	0	60	844	0	
10 University of Idaho	102	30,600	146	18	219	10,500	100	54	5,400	0	
11 University of Illinois	184	40,000	28	7	44	10,000					
12 Purdue University (Indiana)											
13 Iowa State College of Agriculture and Mechanic Arts	102	32,450	102	20	300	2,000	150	56	8,413		
14 Kansas State Agricultural College	8	3,150	6	4	17		159	15	2,389	0	
15 Agricultural and Mechanical College of Kentucky	38	7,500	38	8	38	2,000	37	98	3,600	0	
16 Louisiana State University and Agricultural and Mechanical College	32		20	4	4	3,500	115	9	1,100		
17 University of Maine						4,000	10	25	250		
18 Maryland Agricultural College	46	13,800	40	6	60		90	60	5,400	5,000	
19 Massachusetts Agricultural College							0				
20 Massachusetts Institute of Technology	255	101,000	75	6	125						
21 Michigan Agricultural College	69	27,205	40	9	40	16,500	250	10	2,542	0	
22 University of Minnesota	104	8,000	85	9	75	4,000	363	17	5,045	5,000	
23 Mississippi Agricultural and Mechanical College	104	10,000					75		1,260	600	
24 University of Missouri											
25 Missouri College of Mines and Metallurgy	18	1,800	18	5	125	2,000	30	65	1,926	0	
26 Montana School of Agriculture and Mechanic Arts						700	40				
27 University of Nebraska	1		89	3	3	0	40	108	4,332	0	
28 Nevada State University							66	55	3,662	0	
29 New Hampshire College of Agriculture and Mechanic Arts							37	25	1,422	0	
30 Rutgers Scientific School (New Jersey)											
31 New Mexico College of Agriculture and Mechanic Arts	0										
32 Cornell University (New York)							187	22	4,129	0	
33 North Carolina College of Agriculture and Mechanic Arts											
34 North Dakota Agricultural College	25	9,967	8	6	35	1,500	30	20	600	0	

35	Ohio State University	19	3,335	9	6	30	0	100	71	7,139	0	
36	Oklahoma Agricultural and Mechanical College	19	3,335	19	4	188	0	75	22	1,700	0	
37	Oregon State Agricultural College	320	144,328	104	6	173	15,000	0	0	625	0	
38	Pennsylvania State College	22	5,000	22	8	35	700	50	37	1,855	0	
39	Rhode Island College of Agriculture and Mechanic Arts	0	5,500	30	5	70	2,500	121	34	4,137	0	
40	Clemson Agricultural College (South Carolina)	2	5,500	30	5	70	2,500	83	57	4,694	0	
41	South Dakota Agricultural College	22	5,000	22	8	35	700	50	37	1,855	0	
42	University of Tennessee	0	5,500	30	5	70	2,500	121	34	4,137	0	
43	Agricultural and Mechanical College of Texas	6	250	6	4	10	0	125	25	3,000	0	
44	Agricultural College of Utah	31	1,500	31	10	120	5,000	169	24	4,097	0	
45	University of Vermont and State Agricultural College	111	45,000	1	3	3	12,000	15	50	750	0	
46	Virginia Agricultural and Mechanical College and Polytechnic Institute	19	4,803	19	5	34	150	101,202	63	47,359	4,000	
47	Washington Agricultural College and School of Science	31	1,500	31	10	120	5,000	169	24	4,097	0	
48	West Virginia University	75	15,000	25	5	75	5,000	109	24	4,097	0	
49	University of Wisconsin	111	45,000	1	3	3	12,000	15	50	750	0	
50	University of Wyoming	19	4,803	19	5	34	150	101,202	63	47,359	4,000	
	Total	1,859	580,292	1,062	198	2,134	99,250	3,259	25	113,265	19,100	
	<i>Institutions for colored students.</i>											
1	Agricultural and Mechanical College for Negroes (Alabama)							165	19	3,199		
2	Branch Normal College (Arkansas)								10	350	0	
3	State College for Colored Students (Delaware)							20	20		0	
4	Florida State Normal and Industrial College for Colored Students							60	10	650	0	
5	Georgia State Industrial College	1	300	1	1	1	0	20	25	500	0	
6	Kentucky Normal and Industrial Institute for Colored Persons	0						39	1	43	0	
7	Southern University (Louisiana)	0									0	
8	Princess Anne Academy (Maryland)	0									0	
9	Alcorn Agricultural and Mechanical College (Mississippi)											
10	Lincoln Institute (Missouri)											
11	Agricultural and Mechanical College for the Colored Race (North Carolina)	1		1	3	3		91	14	1,240	0	
12	Colored Agricultural and Normal University (Oklahoma)											
13	Colored Normal, Industrial, Agricultural, and Mechanical College (South Carolina)	17	4,250	17	1	30	150			4,000	4,000	
14	Prairie View State Normal and Industrial College (Texas)	0						40	28	1,145	0	
15	Hempden Normal and Agricultural Institute (Virginia)							630	79	54,457	0	
16	West Virginia Colored Institute							22	21	473	0	
	Total	19	4,803	19	5	34	150	101,202	63	47,359	4,000	
	Grand total	1,878	585,095	1,081	203	2,168	99,400	3,251	40	180,624	23,100	

a Partly estimated.

Disbursements to the States and Territories of the appropriation in aid of colleges of agriculture and the mechanic arts under the act of Congress approved August 30, 1890.

State or Territory.	Year ending June 30—												
	1890.	1891.	1892.	1893.	1894.	1895.	1896.	1897.	1898.	1900.	1901.	1902.	1903.
Alabama.....	\$15,010	\$16,000	\$17,000	\$18,000	\$19,000	\$20,000	\$21,000	\$22,000	\$23,000	\$24,000	\$25,000	\$25,000	\$25,000
Arizona.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000
Arkansas.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000
California.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000
Colorado.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000
Connecticut.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000
Delaware.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000
Florida.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000
Georgia.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000
Illinois.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000
Indiana.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000
Iowa.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000
Kansas.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000
Kentucky.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000
Louisiana.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000
Maine.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000
Maryland.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000
Massachusetts.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000
Michigan.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000
Minnesota.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000
Mississippi.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000
Missouri.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000
Montana.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000
Nebraska.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000
Nevada.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000
New Hampshire.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000
New Jersey.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000
New Mexico.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000
New York.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000
North Carolina.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000
North Dakota.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000
Ohio.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000
Oklahoma.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000
Oregon.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000
Pennsylvania.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000
Rhode Island.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000
South Carolina.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000
South Dakota.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000
Tennessee.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000
Texas.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000
Utah.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000
Vermont.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000

Virginia.....	15,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000	25,000
Washington.....	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000	25,000
West Virginia.....	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000	25,000
Wisconsin.....	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000	25,000
Wyoming.....	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000	25,000	25,000
Total.....	660,000	854,000	912,000	960,000	1,008,000	1,056,000	1,104,000	1,152,000	1,200,000	1,200,000	1,200,000	1,200,000

CHAPTER XXXVIII.

STATISTICS OF NORMAL SCHOOLS.

This chapter presents the statistics of the 282 public and private normal schools of the United States reporting to this Bureau in 1902.

For the year ending June, 1902, there were in the regular training courses for teachers in these schools 65,068 students, as compared with 63,402 the preceding year. There were 10,005 graduates, as compared with 10,383 in 1901.

The following comparison with the statistics of 1890 will indicate the progress made by public and private normal schools in the twelve years:

	1889-90.				1901-2.			
	Schools.	Instruct- ors.	Normal stu- dents.	Normal gradu- ates.	Schools.	Instruct- ors.	Normal stu- dents.	Normal gradu- ates.
Public normal schools	185	1,182	26,917	4,413	173	2,487	49,403	8,584
Private normal schools	43	274	7,897	824	109	799	15,665	1,421
Total.....	178	1,456	34,814	5,237	282	3,277	65,068	10,005

Since 1890 the growth of public normal schools has been constant, while the progress of private normal schools in the dozen years has shown many fluctuations. The latter increased from 43 schools, with 7,897 students, in 1890, to 198, with 24,181 students, in 1897. For the last five years there has been a gradual decline in the number of private normal schools until 1902, when there were 109, reporting 15,665 normal students.

In addition to the 65,068 students in training courses for teachers in the public and private normal schools, there were 29,065 normal students in universities and colleges and high schools in 1901-2. The following table shows the number and classes of institutions offering professional instruction to teachers and the number of normal students in each class for the last four years:

Normal students reported for four years.

Classes of institutions.	1898-99.		1899-1900.		1900-1901.		1901-2.	
	Insti- tu- tions.	Stu- dents.	Insti- tu- tions.	Stu- dents.	Insti- tu- tions.	Stu- dents.	Insti- tu- tions.	Stu- dents.
Public normal schools	166	44,808	172	47,421	170	43,372	173	49,403
Private normal schools	165	23,572	134	22,172	118	20,030	109	15,665
Public universities and colleges	29	2,541	26	2,004	34	3,019	39	3,003
Private universities and colleges	206	6,950	221	7,520	213	7,453	195	7,687
Public high schools	544	8,930	506	10,703	525	11,298	368	10,483
Private high schools	378	6,886	417	8,522	398	8,985	357	7,892
Grand total	1,488	93,687	1,476	98,342	1,461	94,157	1,241	94,133
In all public institutions	739	56,279	704	60,128	732	57,689	580	62,889
In all private institutions	749	37,408	772	38,214	729	36,468	661	31,244

If to the number of graduates from public and private normal schools there be added the probable number of teachers graduating from other institutions where normal training is offered, the total number will not be less than 15,000 for the last year. This number of trained teachers annually recruits the ranks of the half a million men and women engaged in teaching in the United States. Thousands of others, half trained and untrained, take the places of those who drop out of the work.

Tables 19 and 20 show the distribution of normal students by States according to the classification in the above table for the scholastic year 1901-2. Table 21 gives a list of universities and colleges offering normal instruction to teachers.

PUBLIC NORMAL SCHOOLS.

Excepting Delaware and Nevada all the States and Territories have public normal schools. In these two States provision is made for the education of teachers in the State colleges.

There has been a steady increase in the aggregate of State appropriations for normal schools since 1890. The aggregate of such appropriations for the support of the public normal schools for the year ending June, 1902, was \$3,228,090, an increase of \$159,605 over the preceding year, and \$1,915,671 more than the amount appropriated by the States for the 135 public normal schools for 1890. The following table well illustrates the growth of the public normal schools in the last dozen years:

Public appropriations to public normal schools for thirteen years.

Year.	For support.	For buildings.	Year.	For support.	For buildings.
1889-90.....	\$1,312,419	\$900,533	1896-97.....	\$2,426,185	\$743,533
1890-91.....	1,285,700	409,916	1897-98.....	2,566,132	417,866
1891-92.....	1,567,082	394,635	1898-99.....	2,510,934	560,896
1892-93.....	1,452,914	816,825	1899-1900.....	2,769,003	718,507
1893-94.....	1,996,271	1,583,399	1900-1901.....	3,068,485	709,217
1894-95.....	1,917,375	1,003,983	1901-2.....	3,228,090	906,201
1895-96.....	2,187,875	1,124,834			

Tables 1 to 11 summarize the statistics of the 173 public normal schools, while tables 22 and 23 give in detail the information concerning these schools.

The number of teachers engaged in the instruction of normal students in the 173 schools was 2,487, the number of men being 1,024 and women 1,463. There were 739 teachers wholly in other departments, making the total number of teachers in these public institutions 3,226.

Table 2 shows that there were 49,403 students in the normal departments—12,209 males and 37,194 females. There were 806 students in business courses and 6,295 in other courses of secondary grade. There were 27,324 pupils in elementary grades, making an aggregate enrollment of 83,828, as shown in Table 3. The number of colored students in normal courses was 2,164, the number of males being 826 and females 1,338, most of them being in normal schools for the colored race in the South. Table 3 also shows that there were 40,761 children in the model schools connected with the public normal schools.

The number of graduates from public normal schools for the year ending June, 1902, was 8,584, as shown in Table 4, the number of males being 1,632 and females 6,952. There were 118 graduates from business courses and 625 graduates in other courses. Courses other than those for the professional training of teachers are being eliminated from public normal schools.

Table 5 shows that 146 of the 173 public normal schools received for the year \$3,228,090 from public appropriations for support; 105 received \$228,451 from tuition

and other fees; 11 received \$99,899 from productive funds, while 43 received \$375,364 from other sources. The aggregate income of 146 schools was \$3,985,804.

Table 6 gives the aggregate value of property possessed by 139 public normal schools as \$20,628,432. The number of volumes in the libraries of 154 schools was 746,138. The amount of public funds appropriated for buildings and improvements for 60 public normal schools was \$906,301. From many institutions it is difficult to obtain financial statistics.

Table 7 reviews for six years the aggregate annual appropriations for the support of public normal schools. Table 8 shows for the same period appropriations for buildings and improvements.

BRANCHES OF INSTRUCTION.

Tables 9, 10, and 11 show the number of students in each of the nine leading subjects embraced in the courses offered by public normal schools. The following condensed summary will show at a glance the number and per cent of the 49,403 students in each branch:

Number and per cent of public normal students pursuing certain studies.

	Number of normal students.	Per cent of total number of normal students.	Male normal students.	Per cent of male normal students.	Female normal students.	Per cent of female normal students.
Public normal students.....	49,403	.....	12,209	.....	37,194	.....
Students in—						
History of education.....	10,953	22.17	1,738	14.23	9,215	24.78
Theory of education.....	12,965	26.18	2,079	17.03	10,886	29.19
School organization and supervision.....	13,443	27.19	2,474	20.26	10,969	29.49
School management and discipline..	15,505	31.38	2,994	24.52	12,511	33.64
School hygiene.....	13,655	27.64	2,690	22.03	10,965	29.48
Psychology and child study.....	14,538	29.43	2,484	20.35	12,054	32.41
Ethics.....	4,816	9.75	801	6.56	4,015	10.79
School laws.....	8,692	17.59	1,471	12.05	7,221	19.41
Practical pedagogy.....	14,468	29.29	2,748	22.51	11,720	31.51

PRIVATE NORMAL SCHOOLS.

The statistics of the 109 private normal schools will be found summarized in Tables 12 to 17, inclusive. These tables may be compared with Tables 1 to 6, which summarize the same items for public normal schools.

Certain items of statistics for public and private normal schools are compared in Table 18. In public normal schools less than 25 per cent of the students are males, while they comprise nearly 48 per cent in private normal schools. The proportion of graduates is nearly twice as large in the public as in private normal schools.

In the total enrollment of 83,825 in public normal schools, which includes all in the elementary, high-school, and normal grades, there were 49,403 pursuing professional courses for teachers. This was nearly 59 per cent of the total. In the private normal schools, where the total enrollment was 37,031, the number in normal courses was 15,665, or about 42 per cent of the total. The detailed statistics of the 109 private normal schools will be found in Table 24.

TABLE 1.—Summary of statistics of public normal schools in 1901-2.

SCHOOLS AND INSTRUCTORS.

State or Territory.	Schools.	Teachers for normal students.			Teachers wholly for other departments.			Total number teachers employed.		
		Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
United States	173	1,024	1,463	2,487	114	625	739	1,138	2,088	3,226
North Atlantic Division ..	62	325	661	986	45	358	403	370	1,019	1,389
South Atlantic Division ..	25	124	197	321	17	33	50	141	230	371
South Central Division ..	24	132	110	242	24	49	73	156	159	215
North Central Division ..	40	315	366	681	20	162	182	335	528	863
Western Division	22	128	129	257	8	23	31	136	152	288
North Atlantic Division:										
Maine.....	5	6	33	39	1	1	2	7	34	41
New Hampshire.....	1	3	7	10	2	8	10	5	15	20
Vermont.....	3	5	13	18	0	6	6	5	19	24
Massachusetts.....	11	50	91	141	2	76	78	52	167	219
Rhode Island.....	1	4	21	25	0	11	11	4	32	36
Connecticut.....	4	14	75	89	1	12	13	15	87	102
New York.....	17	94	231	325	7	123	130	101	354	455
New Jersey.....	4	22	44	66	2	67	69	24	111	135
Pennsylvania.....	15	127	146	273	30	54	84	157	200	357
South Atlantic Division:										
Delaware.....	0	0	0	0	0	0	0	0	0	0
Maryland.....	1	4	8	12	0	4	4	4	12	16
District of Columbia ..	2	0	17	17	0	0	0	0	17	17
Virginia.....	3	34	62	96	0	2	2	34	64	98
West Virginia.....	7	30	28	58	8	7	15	38	35	73
North Carolina.....	5	18	25	43	3	3	6	21	28	49
South Carolina.....	1	6	28	34	0	0	0	6	28	34
Georgia.....	4	20	19	39	6	17	23	25	36	62
Florida.....	2	12	10	22	0	0	0	12	10	22
South Central Division:										
Kentucky.....	2	6	3	9	2	10	12	8	13	21
Tennessee.....	1	17	10	27	0	0	0	17	10	27
Alabama.....	6	31	35	66	8	27	35	39	62	101
Mississippi.....	5	14	8	22	0	0	0	14	8	22
Louisiana.....	2	8	19	27	0	8	8	8	27	35
Texas.....	4	21	23	44	11	3	14	32	26	58
Arkansas.....	1	3	2	5	2	0	2	5	2	7
Oklahoma.....	3	32	10	42	1	1	2	33	11	44
Indian Territory.....	0	0	0	0	0	0	0	0	0	0
North Central Division:										
Ohio.....	3	5	17	22	4	18	22	9	35	44
Indiana.....	2	28	16	44	0	0	0	28	16	44
Illinois.....	5	47	44	91	12	57	69	59	101	160
Michigan.....	4	39	49	88	2	32	34	41	81	122
Wisconsin.....	8	62	70	132	2	27	29	64	97	161
Minnesota.....	5	29	53	82	0	12	12	29	65	94
Iowa.....	3	33	28	61	0	5	5	33	33	66
Missouri.....	3	29	19	48	0	4	4	29	23	52
North Dakota.....	2	9	9	18	0	3	3	9	12	21
South Dakota.....	3	6	27	33	0	2	2	6	29	35
Nebraska.....	1	9	11	20	0	0	0	9	11	20
Kansas.....	1	19	23	42	0	2	2	19	25	44
Western Division:										
Montana.....	1	5	3	8	0	0	0	5	3	8
Wyoming.....	1	12	1	13	0	0	0	12	1	13
Colorado.....	1	14	13	27	0	0	0	14	13	27
New Mexico.....	2	11	9	20	0	1	1	11	10	21
Arizona.....	2	5	7	12	0	0	0	5	7	12
Utah.....	1	6	2	8	0	0	0	6	2	8
Nevada.....	0	0	0	0	0	0	0	0	0	0
Idaho.....	2	8	4	12	0	0	0	8	4	12
Washington.....	3	16	14	30	0	6	6	16	20	36
Oregon.....	4	14	14	28	8	4	12	22	18	40
California.....	5	37	62	99	0	12	12	37	74	111

TABLE 2.—Summary of statistics of public normal schools in 1901-2.

STUDENTS AND COURSES OF STUDY.

State or Territory.	Students in normal department.			Students in business courses.			Other students in secondary grades.			Pupils in elementary grades.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
United States	12,209	37,194	49,403	331	475	805	2,118	4,177	6,295	12,339	14,985	27,324
North Atlantic Division...	3,255	13,987	17,242	148	90	238	450	2,221	2,671	5,830	7,538	13,368
South Atlantic Division...	1,013	3,070	4,083	123	343	466	1,035	900	1,995	606	916	1,522
South Central Division...	1,868	3,393	5,261	17	18	35	302	530	832	1,526	1,529	3,055
North Central Division...	5,341	13,566	18,907	40	23	63	134	170	304	3,524	4,602	7,526
Western Division	732	3,178	3,910	3	1	4	197	296	493	853	1,000	1,853
North Atlantic Division:												
Maine	125	516	641	0	0	0	0	0	0	92	152	244
New Hampshire	3	137	140	0	0	0	30	59	89	90	107	197
Vermont	37	268	305	0	0	0	0	0	0	0	0	0
Massachusetts	117	1,683	1,800	0	0	0	0	0	0	664	711	1,375
Rhode Island	0	209	209	0	0	0	0	36	26	0	0	0
Connecticut	5	629	634	0	0	0	0	0	0	292	298	555
New York	854	5,265	6,119	78	59	137	104	1,721	1,825	2,064	3,312	5,376
New Jersey	50	857	907	0	0	0	59	122	181	1,217	1,271	2,488
Pennsylvania	2,064	4,423	6,487	70	31	101	257	283	540	1,411	1,692	3,103
South Atlantic Division:												
Delaware	0	0	0	0	0	0	0	0	0	0	0	0
Maryland	17	368	385	0	0	0	0	0	0	6	34	40
District of Columbia...	14	164	178	0	0	0	0	0	0	0	0	0
Virginia	82	437	519	0	0	0	378	268	646	211	328	539
West Virginia	456	442	898	101	64	165	293	388	681	25	25	48
North Carolina	221	531	752	2	49	51	32	228	260	38	138	176
South Carolina	0	306	306	0	91	91	0	59	59	0	0	0
Georgia	159	694	853	20	139	159	332	17	349	292	347	639
Florida	61	128	192	0	0	0	0	0	0	34	46	80
South Central Division:												
Kentucky	43	111	154	0	0	0	0	0	0	266	314	580
Tennessee	230	345	575	0	0	0	0	0	0	0	0	0
Alabama	492	894	1,386	2	0	2	131	326	457	483	462	945
Mississippi	155	212	367	0	0	0	0	0	0	196	198	394
Louisiana	63	503	566	0	0	0	0	0	0	250	177	427
Texas	437	778	1,215	8	4	12	166	190	356	125	116	241
Arkansas	44	21	65	0	0	0	0	1	1	79	75	154
Oklahoma	404	529	933	7	14	21	5	13	18	127	187	314
Indian Territory	0	0	0	0	0	0	0	0	0	0	0	0
North Central Division:												
Ohio	0	468	468	0	0	0	0	0	0	0	0	0
Indiana	1,000	1,259	2,259	0	0	0	0	0	0	0	0	0
Illinois	698	2,002	2,700	0	0	0	58	87	145	732	766	1,498
Michigan	405	1,769	2,165	0	0	0	0	0	0	916	84	1,930
Wisconsin	665	1,875	2,540	0	0	0	13	7	20	569	676	1,245
Minnesota	149	971	1,120	0	0	0	0	0	0	657	732	1,389
Iowa	519	1,713	2,232	40	23	63	63	76	139	327	367	694
Missouri	856	1,189	2,045	0	0	0	0	0	0	68	120	188
North Dakota	125	251	376	0	0	0	0	0	0	23	22	45
South Dakota	145	394	539	0	0	0	0	0	0	165	201	366
Nebraska	168	462	630	0	0	0	0	0	0	0	0	0
Kansas	611	1,222	1,833	0	0	0	0	0	0	67	134	201
Western Division:												
Montana	10	114	124	0	0	0	1	9	10	0	0	0
Wyoming	1	44	45	0	0	0	0	0	0	7	8	15
Colorado	41	248	289	0	0	0	50	76	126	134	138	272
New Mexico	107	122	229	3	1	4	3	7	7	97	105	202
Arizona	14	49	63	0	0	0	36	83	119	11	19	30
Utah	96	104	200	0	0	0	0	0	0	0	0	0
Nevada	0	0	0	0	0	0	0	0	0	0	0	0
Idaho	58	197	255	0	0	0	19	16	35	20	25	45
Washington	132	526	658	0	0	0	0	0	0	140	190	330
Oregon	110	179	289	0	0	0	88	108	196	116	127	243
California	163	1,595	1,758	0	0	0	0	0	0	328	388	716

TABLE 3.—Summary of statistics of public normal schools in 1901-2.

TOTAL ENROLLMENT OF STUDENTS.

State or Territory.	Total enrollment in all departments.			Colored students included in normal department.			Number of children in model school.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
United States.....	26,997	56,831	83,828	826	1,338	2,164	18,789	22,022	40,761
North Atlantic Division.....	9,683	23,836	33,519	8	50	58	9,552	11,733	21,285
South Atlantic Division.....	2,777	5,289	8,066	347	565	912	871	1,124	1,995
South Central Division.....	3,713	5,470	9,183	447	672	1,119	1,029	1,063	2,092
North Central Division.....	9,089	17,761	26,800	23	49	72	5,739	6,518	12,257
Western Division.....	1,785	4,475	6,260	1	2	3	1,548	1,584	3,132
North Atlantic Division:									
Maine.....	217	668	885	0	0	0	77	126	203
New Hampshire.....	123	303	426	0	0	0	129	166	286
Vermont.....	37	268	305	0	0	0	155	181	336
Massachusetts.....	781	2,394	3,175	0	8	8	1,841	2,014	3,855
Rhode Island.....	0	245	245	0	0	0	309	336	645
Connecticut.....	297	922	1,219	0	1	1	1,682	1,814	3,496
New York.....	3,100	10,357	13,457	3	18	21	2,642	3,974	6,616
New Jersey.....	1,326	2,250	3,576	2	7	9	1,509	1,559	3,068
Pennsylvania.....	3,802	6,429	10,231	3	16	19	1,217	1,568	2,780
South Atlantic Division:									
Delaware.....	0	0	0	0	0	0	0	0	0
Maryland.....	23	402	425	0	0	0	6	34	40
District of Columbia.....	14	164	178	12	68	80	385	844	729
Virginia.....	671	1,033	1,704	76	127	203	216	334	550
West Virginia.....	875	917	1,792	1	4	5	7	12	19
North Carolina.....	293	946	1,239	221	306	527	141	174	315
South Carolina.....	0	456	456	0	0	0	17	39	56
Georgia.....	803	1,197	2,000	12	12	24	75	161	236
Florida.....	98	174	272	25	48	73	24	26	50
South Central Division:									
Kentucky.....	309	425	734	43	36	79	209	232	441
Tennessee.....	230	345	575	0	0	0	68	138	206
Alabama.....	1,108	1,682	2,790	249	465	714	412	397	809
Mississippi.....	351	410	761	82	121	203	30	33	63
Louisiana.....	313	680	993	0	0	0	250	177	427
Texas.....	736	1,088	1,824	16	7	23	0	0	0
Arkansas.....	123	97	220	44	21	65	0	0	0
Oklahoma.....	543	743	1,286	13	22	35	60	86	146
Indian Territory.....	0	0	0	0	0	0	0	0	0
North Central Division:									
Ohio.....	0	468	468	0	6	6	786	1,000	1,736
Indiana.....	1,600	1,259	2,259	0	4	4	117	123	240
Illinois.....	1,488	2,855	4,343	13	20	33	1,793	1,794	3,587
Michigan.....	1,321	2,744	4,065	0	3	3	1,056	1,144	2,200
Wisconsin.....	1,247	2,558	3,805	0	0	0	651	838	1,489
Minnesota.....	806	1,703	2,509	0	0	0	607	632	1,239
Iowa.....	949	2,179	3,128	0	0	0	327	367	694
Missouri.....	924	1,809	2,283	0	0	0	143	190	333
North Dakota.....	148	273	421	0	0	0	23	22	45
South Dakota.....	310	595	905	0	0	0	165	201	366
Nebraska.....	168	462	630	0	1	1	54	73	127
Kansas.....	678	1,356	2,034	10	15	25	67	134	201
Western Division:									
Montana.....	11	123	134	0	0	0	147	162	309
Wyoming.....	8	52	60	0	0	0	8	7	15
Colorado.....	225	462	687	0	0	0	134	138	272
New Mexico.....	210	232	442	0	0	0	73	71	144
Arizona.....	61	151	212	1	0	1	32	51	83
Utah.....	96	104	200	0	0	0	0	0	0
Nevada.....	0	0	0	0	0	0	0	0	0
Idaho.....	97	238	335	0	0	0	12	15	27
Washington.....	272	716	988	0	0	0	188	231	419
Oregon.....	314	414	728	0	0	0	219	235	454
California.....	491	1,983	2,474	0	2	2	735	674	1,409

TABLE 4.—*Summary of statistics of public normal schools in 1901-2.*

NUMBER OF NORMAL AND OTHER GRADUATES.

State or Territory.	Normal graduates.			Graduates in business courses.			Graduates in other courses.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
United States.....	1,632	6,952	8,584	42	76	118	85	540	625
North Atlantic Division....	790	3,861	4,651	24	14	38	38	390	428
South Atlantic Division....	126	429	555	13	49	62	27	77	104
South Central Division....	110	294	404	5	7	12	9	42	51
North Central Division....	535	1,963	2,498	0	6	6	11	29	40
Western Division.....	71	405	476	0	0	0	0	2	2
North Atlantic Division:									
Maine.....	16	148	164	0	0	0	0	0	0
New Hampshire.....	0	0	0	0	0	0	0	0	0
Vermont.....	12	107	119	0	0	0	0	0	0
Massachusetts.....	28	478	506	0	0	0	0	0	0
Rhode Island.....	0	0	0	0	0	0	0	0	0
Connecticut.....	2	176	178	0	0	0	0	0	0
New York.....	169	1,524	1,693	9	2	11	6	339	345
New Jersey.....	24	282	306	0	0	0	12	22	34
Pennsylvania.....	541	1,158	1,699	15	12	27	20	29	49
South Atlantic Division:									
Delaware.....	0	0	0	0	0	0	0	0	0
Maryland.....	6	79	85	0	0	0	0	0	0
District of Columbia.....	13	115	128	0	0	0	0	0	0
Virginia.....	16	67	83	0	0	0	0	6	6
West Virginia.....	23	26	49	10	10	20	21	25	46
North Carolina.....	17	49	66	0	0	0	0	41	41
South Carolina.....	0	30	30	0	21	21	0	3	3
Georgia.....	41	48	89	3	18	21	6	2	8
Florida.....	10	15	25	0	0	0	0	0	0
South Central Division:									
Kentucky.....	2	43	45	0	0	0	0	0	0
Tennessee.....	0	0	0	0	0	0	0	0	0
Alabama.....	29	44	73	3	5	8	7	37	44
Mississippi.....	13	12	25	1	0	1	2	3	5
Louisiana.....	11	98	109	0	0	0	0	0	0
Texas.....	18	36	54	0	0	0	0	0	0
Arkansas.....	4	1	5	0	0	0	0	0	0
Oklahoma.....	33	60	93	1	2	3	0	2	2
Indian Territory.....	0	0	0	0	0	0	0	0	0
North Central Division:									
Ohio.....	0	183	183	0	0	0	0	0	0
Indiana.....	54	66	120	0	0	0	0	0	0
Illinois.....	48	373	421	0	0	0	1	2	3
Michigan.....	61	277	338	0	6	6	1	1	2
Wisconsin.....	177	333	510	0	0	0	8	25	33
Minnesota.....	15	303	323	0	0	0	0	0	0
Iowa.....	57	95	152	0	0	0	0	0	0
Missouri.....	44	74	118	0	0	0	0	0	0
North Dakota.....	2	17	19	0	0	0	0	0	0
South Dakota.....	13	52	65	0	0	0	1	1	2
Nebraska.....	24	82	106	0	0	0	0	0	0
Kansas.....	40	103	143	0	0	0	0	0	0
Western Division:									
Montana.....	1	3	4	0	0	0	0	0	0
Wyoming.....	0	0	0	0	0	0	0	0	0
Colorado.....	14	60	74	0	0	0	0	0	0
New Mexico.....	5	20	25	0	0	0	0	2	2
Arizona.....	5	20	25	0	0	0	0	0	0
Utah.....	0	0	0	0	0	0	0	0	0
Nevada.....	0	0	0	0	0	0	0	0	0
Idaho.....	8	20	28	0	0	0	0	0	0
Washington.....	9	60	69	0	0	0	0	0	0
Oregon.....	12	33	45	0	0	0	0	0	0
California.....	17	189	206	0	0	0	0	0	0

TABLE 5.—Summary of public normal schools in 1901-2.

INCOME FROM VARIOUS SOURCES.

State or Territory.	Number of schools reporting.	Appropriated by States, counties, or cities, for support for 1901-2.	Number of schools reporting.	Received from tuition and other fees.	Number of schools reporting.	Received from productive funds.	Number of schools reporting.	Received from other sources and unclassified.	Number of schools reporting.	Total income for the year 1901-2.
United States	146	\$3,228,090	105	\$282,451	11	\$99,899	43	\$375,364	146	\$3,985,804
North Atlantic Division	47	1,237,283	25	60,424	0	.....	12	107,889	47	1,405,596
South Atlantic Division	21	280,203	15	41,567	2	60,968	11	163,318	21	546,056
South Central Division	22	225,771	16	33,747	2	8,307	12	92,267	22	350,092
North Central Division	32	1,040,363	30	126,928	6	30,524	4	10,000	31	1,207,815
Western Division	22	444,470	18	19,785	1	100	4	1,890	22	466,245
North Atlantic Division:										
Maine.....	4	22,900	3	1,474	0	.....	0	.....	4	24,374
New Hampshire	1	18,800	1	2,600	.....	.....	.....	.....	1	20,900
Vermont.....	3	16,750	2	400	0	.....	0	.....	3	17,150
Massachusetts	8	241,010	6	3,906	0	.....	0	.....	8	244,916
Rhode Island	1	58,500	0	.....	0	.....	0	.....	1	58,500
Connecticut.....	1	16,000	0	.....	0	.....	0	.....	1	16,000
New York.....	13	498,708	10	19,041	.....	.....	5	9,126	13	526,870
New Jersey.....	1	48,000	.....	.....	.....	.....	.....	.....	1	48,000
Pennsylvania	15	317,120	4	33,003	0	.....	7	98,763	15	448,886
South Atlantic Division:										
Delaware.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Maryland.....	1	20,000	1	6,496	0	.....	0	.....	1	26,496
District of Columbia .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Virginia.....	3	38,333	3	2,009	1	60,679	3	120,470	3	221,491
West Virginia.....	6	71,100	6	3,893	.....	289	.....	9,050	6	84,332
North Carolina	5	48,007	1	12,451	0	.....	3	11,888	5	72,346
South Carolina	1	49,468	1	8,728	0	.....	1	800	1	58,996
Georgia.....	3	41,795	2	7,934	0	.....	2	8,610	3	58,339
Florida.....	2	11,500	1	56	0	.....	1	12,500	2	24,056
South Central Division:										
Kentucky.....	2	8,000	1	196	1	1,307	1	4,880	2	14,383
Tennessee.....	1	20,000	1	8,000	.....	.....	1	40,800	1	68,800
Alabama.....	6	43,000	5	9,929	0	.....	5	34,950	6	87,879
Mississippi.....	5	4,482	4	2,100	.....	.....	2	100	5	6,682
Louisiana.....	1	18,000	1	4,322	0	.....	0	.....	1	22,322
Texas.....	4	77,500	3	8,800	0	.....	1	2,000	4	88,300
Arkansas.....	1	3,789	1	400	0	.....	1	6,818	1	11,007
Oklahoma.....	2	51,000	.....	.....	1	7,000	1	2,719	2	60,719
Indian Territory.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
North Central Division:										
Ohio.....	1	24,000	2	590	.....	.....	.....	.....	2	24,590
Indiana.....	1	67,730	1	4,398	0	.....	0	.....	1	72,128
Illinois.....	4	191,713	4	13,859	1	596	1	3,000	5	209,168
Michigan.....	3	137,121	3	12,498	1	4,200	1	2,000	3	155,819
Wisconsin.....	7	215,329	5	31,472	1	9,500	1	2,000	7	258,301
Minnesota.....	4	127,000	4	10,352	0	.....	0	.....	4	137,352
Iowa.....	3	80,900	3	22,765	0	.....	0	.....	3	103,665
Missouri.....	3	62,725	3	18,700	.....	.....	.....	.....	3	81,425
North Dakota	1	13,895	1	1,028	.....	.....	.....	.....	1	14,923
South Dakota	3	43,450	3	6,400	2	2,460	1	3,000	3	55,310
Nebraska.....	1	30,000	0	.....	0	.....	0	.....	1	30,000
Kansas.....	1	46,500	1	4,866	1	13,768	.....	.....	1	65,134
Western Division:										
Montana.....	1	18,440	1	271	.....	.....	1	900	1	19,611
Wyoming.....	1	3,000	1	112	.....	.....	.....	.....	1	3,112
Colorado.....	1	60,000	1	3,000	0	.....	0	.....	1	63,000
New Mexico.....	2	25,000	2	3,000	.....	.....	1	100	2	26,100
Arizona.....	2	30,000	2	1,500	0	.....	0	.....	2	31,500
Utah.....	1	10,000	1	1,000	.....	.....	.....	.....	1	11,000
Nevada.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Idaho.....	2	17,000	1	175	0	.....	0	.....	2	17,175
Washington.....	3	59,250	3	3,135	1	100	0	.....	3	62,485
Oregon.....	4	34,750	4	7,072	.....	.....	.....	890	4	42,712
California.....	5	189,030	2	520	0	.....	2	.....	5	189,550

TABLE 6.—Summary of statistics of public normal schools in 1901-2.

VALUE OF BUILDINGS AND OTHER PROPERTY.

State or Territory.	Number of schools reporting.	Volumes in libraries.	Estimated value of libraries.	Number of schools reporting.	Value of buildings, grounds, apparatus, etc.	Number of schools reporting.	Total money value of benefactions or bequests for permanent endowment 1901-2.	Number of schools reporting.	Appropriated by States, counties, and cities for buildings and improvements.
United States.....	154	746,138	\$895,251	139	\$20,628,432	3	\$150,420	60	\$906,301
North Atlantic Division.....	53	248,630	307,887	43	9,831,365	.....	.....	15	176,534
South Atlantic Division.....	24	61,854	85,556	22	2,744,700	2	135,420	12	124,747
South Central Division.....	21	77,211	72,481	21	1,033,240	1	15,000	6	35,050
North Central Division.....	35	277,505	337,696	34	5,447,582	.....	.....	16	381,170
Western Division.....	21	80,938	91,631	19	1,571,544	.....	.....	11	188,800
North Atlantic Division:									
Maine.....	3	4,980	7,150	3	154,800	.....	.....	1	5,600
New Hampshire.....	1	5,000	6,000	1	40,000	.....	.....	.....	.....
Vermont.....	3	13,500	10,000	2	21,200	.....	.....	.....	.....
Massachusetts.....	9	41,123	49,300	6	1,105,350	1	125,420	1	2,000
Rhode Island.....	1	5,000	10,000	1	800,000	.....	.....	.....	.....
Connecticut.....	4	17,010	17,500	3	358,485	.....	.....	.....	.....
New York.....	16	73,453	112,900	11	2,385,098	.....	.....	7	69,567
New Jersey.....	2	4,200	5,250	2	522,500	.....	.....	1	4,000
Pennsylvania.....	14	84,364	98,787	15	4,548,933	.....	.....	5	95,367
South Atlantic Division:									
Delaware.....	0	.....	.....	.....	.....	.....	.....	.....	.....
Maryland.....	1	4,600	6,850	1	160,000	.....	.....	1	3,770
District of Columbia.....	2	1,035	1,200	0	.....	.....	.....	.....	.....
Virginia.....	3	18,500	18,500	3	1,054,500	1	125,420	1	20,000
West Virginia.....	7	17,760	36,800	7	719,200	.....	.....	4	30,800
North Carolina.....	5	3,914	5,806	5	170,500	1	10,000	3	15,412
South Carolina.....	1	5,267	7,100	1	325,000	.....	.....	.....	.....
Georgia.....	3	9,000	8,300	3	265,500	.....	.....	1	5,355
Florida.....	2	1,778	1,000	2	50,000	.....	.....	2	49,910
South Central Division:									
Kentucky.....	2	1,608	2,000	1	48,450	.....	.....	.....	.....
Tennessee.....	1	15,000	12,000	1	200,000	.....	.....	.....	.....
Alabama.....	5	8,525	7,107	6	239,196	.....	.....	1	10,000
Mississippi.....	4	2,050	7,130	5	18,000	1	15,000	.....	.....
Louisiana.....	2	5,047	5,500	1	100,000	.....	.....	1	750
Texas.....	4	38,644	31,700	4	245,100	.....	.....	3	18,500
Arkansas.....	1	4,300	4,000	1	28,500	.....	.....	1	5,800
Oklahoma.....	2	2,037	3,044	2	153,994	.....	.....	.....	.....
Indian Territory.....	0	0	0	0	.....	.....	.....	0	.....
North Central Division:									
Ohio.....	3	2,810	3,300	1	20,000	.....	.....	1	2,500
Indiana.....	1	35,000	40,000	1	300,000	.....	.....	1	8,500
Illinois.....	5	56,322	72,000	4	1,530,000	.....	.....	2	21,195
Michigan.....	1	34,800	46,300	4	631,813	.....	.....	3	140,000
Wisconsin.....	7	43,122	51,353	7	820,400	.....	.....	1	18,575
Minnesota.....	5	22,251	17,993	4	638,369	.....	.....	2	55,000
Iowa.....	3	13,800	21,250	3	272,000	.....	.....	1	50,000
Missouri.....	3	12,000	16,000	3	600,000	.....	.....	2	55,500
North Dakota.....	2	7,000	7,000	2	73,000	.....	.....	.....	.....
South Dakota.....	3	19,000	14,500	3	240,000	.....	.....	1	21,000
Nebraska.....	1	16,000	20,000	1	110,000	.....	.....	1	3,400
Kansas.....	1	15,400	28,000	1	212,000	.....	.....	1	5,500
Western Division:									
Montana.....	1	3,225	3,000	1	90,000	.....	.....	1	20,000
Wyoming.....	1	500	700	.....	.....	.....	.....	.....	.....
Colorado.....	1	18,000	27,000	1	200,000	.....	.....	1	25,000
New Mexico.....	2	8,000	9,500	2	95,000	.....	.....	.....	.....
Arizona.....	2	4,500	4,700	2	110,000	.....	.....	2	11,000
Utah.....	1	1,500	2,000	1	38,000	.....	.....	.....	.....
Nevada.....	0	.....	.....	.....	.....	.....	.....	.....	.....
Idaho.....	2	650	500	2	90,000	.....	.....	2	21,000
Washington.....	3	11,390	12,000	3	355,000	.....	.....	2	52,000
Oregon.....	4	3,311	3,200	4	155,000	.....	.....	2	36,000
California.....	4	29,862	29,031	3	438,544	.....	.....	1	28,500

TABLE 7.—Review of public normal school statistics, 1896-1901.

APPROPRIATION FROM STATE, COUNTY, OR CITY FOR SUPPORT.

State or Territory.	1896-97.	1897-98.	1898-99.	1899-1900.	1900-1901.	1901-2.
United States	\$2,426,185	\$2,566,132	\$2,510,934	\$2,769,003	\$3,038,485	\$3,228,090
North Atlantic Division	1,005,972	1,035,502	1,010,913	1,147,471	1,123,099	1,237,283
South Atlantic Division	257,836	220,328	230,350	230,853	303,453	230,203
South Central Division	75,940	131,165	132,715	154,638	237,697	225,771
North Central Division	852,787	831,437	779,256	934,731	1,044,491	1,040,363
Western Division	233,650	297,700	307,700	301,280	349,745	444,470
North Atlantic Division:						
Maine	26,900	26,900	31,020	32,750	34,000	22,900
New Hampshire	13,000	13,000	13,000	13,800	10,000	18,300
Vermont	12,426	15,000	17,000	15,500	16,000	15,750
Massachusetts	168,207	175,878	196,668	179,862	211,197	241,010
Rhode Island	20,000	25,000	55,000	60,000	58,500	53,500
Connecticut	42,625	16,000	34,303	15,234	30,000	16,000
New York	484,801	517,195	513,507	596,780	519,985	498,703
New Jersey	44,943	55,661	45,000	45,000	52,000	48,000
Pennsylvania	193,000	190,958	105,415	188,545	201,417	317,120
South Atlantic Division:						
Delaware						
Maryland	12,500	12,875	20,000	20,000	20,000	20,000
District of Columbia						
Virginia	38,833	47,996	30,000	30,000	48,663	38,333
West Virginia	42,200	36,400	122,550	66,300	90,300	71,100
North Carolina	41,316	37,657	32,800	33,075	36,528	48,007
South Carolina	62,229	30,000	30,000	31,508	44,052	49,468
Georgia	45,400	45,400	36,500	36,500	44,400	41,795
Florida	15,858	10,000	8,500	13,500	19,500	11,500
South Central Division:						
Kentucky	5,775	3,375	4,325	3,700	3,600	8,000
Tennessee		20,000	20,000	20,000	20,000	20,000
Alabama	29,450	22,445	21,800	23,550	34,975	43,000
Mississippi	6,615	6,820	6,890	4,760	2,000	4,482
Louisiana	15,000	15,000	16,000	16,000	18,000	18,000
Texas	1,600	42,500	42,700	53,709	95,600	77,500
Arkansas	5,500	5,025	5,000	3,500	3,250	3,789
Oklahoma	12,000	16,000	16,000	29,428	60,272	51,000
Indian Territory						
North Central Division:						
Ohio	3,500	8,000	4,000	29,000		24,000
Indiana	60,720	60,750	65,352	65,000	98,216	67,730
Illinois	64,009	127,777	96,069	139,216	75,310	191,713
Michigan	63,850	95,650	88,700	117,000	128,799	137,121
Wisconsin	288,549	259,396	198,717	266,415	210,751	215,323
Minnesota	93,000	128,000	125,000	106,500	108,250	127,000
Iowa	42,625	51,737	55,887	52,050	86,400	80,900
Missouri	143,552	49,950	39,750	43,250	197,200	62,725
North Dakota	20,000	20,227	23,400	23,650	26,150	13,895
South Dakota	26,000	27,000	28,500	30,150	48,415	43,450
Nebraska	25,000	24,750	25,000	27,500	30,000	30,000
Kansas	20,000	28,000	28,950	35,000	35,000	46,500
Western Division:						
Montana		7,700	15,000	15,000	15,350	18,440
Wyoming						3,000
Colorado	35,000	35,000	35,000	35,000	43,000	60,000
New Mexico	6,000	6,500		7,000	21,000	23,000
Arizona	8,000	11,500		15,000	17,000	30,000
Utah		58,500	7,500	7,500	7,500	10,000
Nevada						
Idaho	17,000	14,000	14,000	14,500	14,500	17,000
Washington	26,500	12,500	29,200	15,100	31,200	59,250
Oregon	15,650	9,700	20,500	24,500	28,500	34,750
California	125,500	142,300	186,500	167,680	171,695	189,639

TABLE 8.—Review of public normal school statistics, 1896-1901.

PUBLIC APPROPRIATIONS FOR BUILDINGS AND IMPROVEMENTS.

State or Territory.	1896-97.	1897-98.	1898-99.	1899-1900.	1900-1901.	1901-2.
United States	\$743,333	\$417,866	\$560,896	\$718,507	\$709,217	\$906,801
North Atlantic Division	146,044	131,217	113,659	210,639	227,476	176,634
South Atlantic Division	263,045	57,435	58,775	101,254	78,240	124,747
South Central Division	15,250	4,310	5,275	36,570	50,250	35,050
North Central Division	203,669	97,504	133,375	251,094	241,751	381,170
Western Division	115,325	127,400	249,812	118,950	111,500	188,800
North Atlantic Division:						
Maine	68,000	41,000	740	5,600	4,650	5,600
New Hampshire	715	715	8,000	8,000		
Vermont	0	0		1,760	1,000	
Massachusetts	10,000	0	53,300	93,563	5,920	2,000
Rhode Island	0	0				
Connecticut					60,000	
New York	16,895	55,587	18,732	70,216	97,406	69,567
New Jersey	230	4,515	4,000	5,000		4,000
Pennsylvania	50,104	29,400	28,887	26,500	53,500	95,367
South Atlantic Division:						
Delaware						
Maryland	0	2,760	0	4,504		3,770
District of Columbia						
Virginia	166,405	2,500		20,000		20,000
West Virginia	61,400	45,450	53,319	35,800	42,600	30,500
North Carolina	190		5,000	5,000		13,412
South Carolina	50	1,725		35,000	20,940	
Georgia	35,000		456	950	6,500	5,355
Florida	0	5,000			8,200	49,920
South Central Division:						
Kentucky	2,700	800	800			
Tennessee						
Alabama	50	1,000	1,800	1,800	35,000	10,000
Mississippi	20	110	75	345		
Louisiana	12,480			1,500	9,250	750
Texas	0	2,000	2,000	22,325	6,000	18,503
Arkansas	0	400	600	600		5,800
Oklahoma	0			10,000		
Indian Territory						
North Central Division:						
Ohio	3,000	2,300			1,500	2,500
Indiana	10,000	50		0	8,500	8,500
Illinois	56,000		90,375	55,390		21,195
Michigan	25,000	17,500	0	58,000	50,000	140,000
Wisconsin	55,889	39,354		2,904	34,631	18,575
Minnesota	12,500	15,000	10,000	5,800	21,600	55,000
Iowa	3,000			50,000	50,000	50,000
Missouri	6,280	3,000	1,000	1,000	58,050	53,500
North Dakota	0	300	2,000			
South Dakota	0		25,000	52,500	14,470	21,000
Nebraska	20,600	20,000	5,000	5,000	3,000	3,400
Kansas	12,000			20,500		3,500
Western Division:						
Montana		50,000			20,000	20,000
Wyoming						
Colorado	0	0				25,000
New Mexico	10,000		5,000	19,700		
Arizona	35,000	16,000		13,000	6,000	11,000
Utah		58,500	23,000			
Nevada						
Idaho	1,000	50		6,000		21,000
Washington	62,825	2,850	6,500		2,500	52,300
Oregon	4,000		17,500	13,750	37,000	36,000
California	2,500	0	197,812	66,500	46,000	23,500

TABLE 9.—Number of students pursuing certain subjects in public normal schools in 1901-2.

State or Territory.	History of education.			Theory of education.			School organization and supervision.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
United States.....	1,738	9,215	10,953	2,079	10,856	12,935	2,474	10,969	13,443
North Atlantic Division....	916	5,392	6,308	995	5,931	6,926	1,049	5,534	6,583
South Atlantic Division....	141	532	673	148	819	967	230	1,251	1,481
South Central Division....	126	408	534	233	603	836	495	817	1,312
North Central Division....	415	2,033	2,448	558	2,633	3,191	568	2,483	3,051
Western Division.....	140	850	990	145	870	1,015	132	884	1,016
North Atlantic Division:									
Maine.....	31	246	277	21	246	277	70	334	404
New Hampshire.....	2	40	42	2	52	54	2	49	51
Vermont.....	5	115	120	8	103	111	8	103	111
Massachusetts.....	24	685	709	28	724	752	26	770	796
Rhode Island.....	0	48	48	0	192	192	0	51	51
Connecticut.....	1	287	288	5	629	634	3	448	451
New York.....	245	2,109	2,354	242	2,098	2,340	235	2,016	2,251
New Jersey.....	30	383	413	20	293	313	30	340	370
Pennsylvania.....	578	1,479	2,057	659	1,594	2,253	675	1,423	2,098
South Atlantic Division:									
Delaware.....									
Maryland.....	3	115	118	17	368	385	17	368	385
District of Columbia.....	7	78	85	2	96	98	8	127	135
Virginia.....	31	91	122	17	70	87	31	96	127
West Virginia.....	35	45	80	31	40	71	28	45	73
North Carolina.....	41	116	157	40	100	140	34	109	143
South Carolina.....	0	34	34	0	102	102	0	76	76
Georgia.....	14	38	52	32	27	59	110	424	534
Florida.....	10	15	25	9	16	25	2	6	8
South Central Division:									
Kentucky.....	8	45	53	5	62	67	13	67	80
Tennessee.....									
Alabama.....	33	68	101	94	156	250	137	188	325
Mississippi.....				31	56	87	27	51	78
Louisiana.....	8	129	137	11	208	219	10	73	83
Texas.....	48	108	156	31	44	75	241	389	630
Arkansas.....	4	1	5	44	21	65	44	21	65
Oklahoma.....	25	57	82	17	56	73	23	28	51
Indian Territory.....									
North Central Division:									
Ohio.....	0	227	227	0	247	247	0	182	182
Indiana.....	28	102	140	66	194	260	10	12	22
Illinois.....	66	624	690	52	638	690	83	672	755
Michigan.....	36	259	295	2	75	77	12	63	75
Wisconsin.....	103	287	390	213	814	1,027	197	804	1,001
Minnesota.....	25	228	253	24	227	251	27	256	283
Iowa.....	39	64	103	30	58	88	33	64	97
Missouri.....	41	95	136	77	88	165	107	158	265
North Dakota.....	2	17	19	2	17	19	2	17	19
South Dakota.....	5	20	25	13	32	45	13	33	46
Nebraska.....	17	64	81	36	143	179	15	91	106
Kansas.....	43	106	149	43	100	143	69	131	200
Western Division:									
Montana.....	0	6	6	0	6	6	1	4	5
Wyoming.....	0	2	2	0	20	20	0	20	20
Colorado.....	14	60	74	41	248	289	41	248	289
New Mexico.....	4	17	21	4	17	21	4	17	21
Arizona.....	8	19	27	8	19	27	0	7	7
Utah.....	27	85	112	20	71	91	20	68	88
Nevada.....									
Idaho.....	7	24	31	5	23	28	4	5	9
Washington.....	8	56	64	17	98	115	22	126	148
Oregon.....	12	42	54	17	19	36	15	14	29
California.....	60	539	599	33	349	382	25	375	400

TABLE 10.—Number of students pursuing certain subjects in public normal schools in 1901-2.

State or Territory.	School management and discipline.			School hygiene.			Psychology and child study.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
United States.....	2,994	12,511	15,505	2,690	10,965	13,655	2,484	12,054	14,538
North Atlantic Division.....	1,368	6,275	7,643	1,052	5,693	6,745	898	5,620	6,518
South Atlantic Division.....	265	1,281	1,549	308	1,358	1,466	125	561	686
South Central Division.....	563	1,165	1,729	409	883	1,092	412	982	1,394
North Central Division.....	628	2,822	3,450	787	2,548	3,335	862	3,931	4,823
Western Division.....	170	964	1,134	134	883	1,017	162	960	1,122
North Atlantic Division:									
Maine.....	70	334	404	55	283	338	37	251	288
New Hampshire.....	2	49	51	.....	.....	.....	2	62	64
Vermont.....	8	103	111	9	103	112	8	139	147
Massachusetts.....	27	785	812	26	773	799	29	819	848
Rhode Island.....	0	48	48	0	60	60	0	150	150
Connecticut.....	3	465	468	4	582	586	5	613	618
New York.....	244	2,059	2,303	189	1,936	2,125	207	1,784	1,991
New Jersey.....	30	383	413	30	353	383	25	411	436
Pennsylvania.....	984	2,049	3,033	739	1,653	2,392	580	1,391	1,971
South Atlantic Division:									
Delaware.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Maryland.....	17	368	385	3	115	118	6	105	111
District of Columbia.....	8	127	135	8	130	138	7	81	88
Virginia.....	17	75	92	17	110	127	31	96	127
West Virginia.....	51	67	118	83	95	178	22	28	50
North Carolina.....	47	112	159	87	367	454	29	95	124
South Carolina.....	0	76	76	.....	.....	.....	0	34	34
Georgia.....	110	424	534	110	341	451	14	76	90
Florida.....	15	35	50	.....	.....	.....	16	46	62
South Central Division:									
Kentucky.....	13	67	80	5	62	67	9	45	54
Tennessee.....	.....	.....	.....	.....	.....	.....	82	121	203
Alabama.....	154	209	363	133	171	304	75	111	186
Mississippi.....	36	64	100	54	69	123	9	13	22
Louisiana.....	10	248	258	.....	.....	.....	9	261	270
Texas.....	288	529	812	155	319	474	190	395	585
Arkansas.....	44	21	65	44	21	65	4	1	5
Oklahoma.....	23	28	51	18	41	59	34	35	69
Indian Territory.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
North Central Division:									
Ohio.....	0	227	227	0	265	265	0	333	333
Indiana.....	19	52	62	.....	.....	.....	149	279	428
Illinois.....	98	689	787	126	751	877	113	844	957
Michigan.....	12	63	75	.....	.....	.....	82	450	532
Wisconsin.....	188	653	841	148	504	652	227	765	992
Minnesota.....	27	498	525	7	272	279	44	630	674
Iowa.....	97	210	307	24	43	67	81	166	247
Missouri.....	93	160	258	340	430	770	43	49	92
North Dakota.....	2	17	19	.....	.....	.....	10	21	31
South Dakota.....	12	31	43	10	24	34	17	64	81
Nebraska.....	15	91	106	63	128	191	19	53	72
Kansas.....	69	131	200	69	131	200	107	277	384
West rn Division:									
Montana.....	1	4	5	1	4	5	1	34	35
Wyoming.....	0	20	20	0	20	20	0	4	4
Colorado.....	41	248	289	41	248	289	11	136	147
New Mexico.....	10	23	33	0	11	11	4	17	21
Arizona.....	4	21	25	4	21	25	9	35	45
Utah.....	20	71	91	20	68	88	27	78	105
Nevada.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Idaho.....	18	35	53	14	29	43	5	27	32
Washington.....	29	121	150	25	102	127	18	63	86
Oregon.....	22	46	68	2	7	9	32	63	95
California.....	25	375	400	27	373	400	55	497	552

TABLE 11.—Number of students pursuing certain subjects in public normal schools in 1901-2.

State or Territory.	Ethics.			School laws.			Practical pedagogy.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
United States.....	801	4,015	4,816	1,471	7,221	8,692	2,748	11,720	14,468
North Atlantic Division.....	157	1,962	2,119	443	3,403	3,846	781	5,160	5,941
South Atlantic Division.....	68	187	255	299	960	1,259	341	971	1,312
South Central Division.....	359	447	806	257	563	820	662	1,222	1,884
North Central Division.....	154	1,153	1,307	335	1,589	1,934	772	3,296	4,068
Western Division.....	63	266	329	137	696	833	192	1,071	1,263
North Atlantic Division:									
Maine.....	31	246	277	70	334	404	37	248	285
New Hampshire.....				2	20	22	2	49	51
Vermont.....	6	99	105	3	31	34	6	70	76
Massachusetts.....	18	166	184	20	622	642	27	865	892
Rhode Island.....				0	48	48	0	82	82
Connecticut.....	5	596	601	3	448	451	3	481	484
New York.....	82	663	745	148	1,108	1,256	178	1,689	1,867
New Jersey.....	0	170	170	40	400	440	4	423	427
Pennsylvania.....	15	22	37	157	392	549	524	1,253	1,777
South Atlantic Division:									
Delaware.....				6	105	111	6	105	111
Maryland.....				0	0	0	8	127	135
District of Columbia.....	2	96	98	0	0	0	17	80	97
Virginia.....	17	35	52	17	70	87	17	55	72
West Virginia.....	26	27	53	11	20	31	36	55	91
North Carolina.....	9	11	20	113	171	284	199	249	448
South Carolina.....				0	48	48	0	235	235
Georgia.....	12	12	24	139	512	651	34	34	68
Florida.....	2	6	8	13	34	47	41	86	127
South Central Division:									
Kentucky.....	9	6	15	9	4	13	9	45	54
Tennessee.....				56	84	140	176	265	441
Alabama.....	51	70	121	55	129	175	138	230	368
Mississippi.....				10	25	35	36	64	100
Louisiana.....				10	73	83	9	184	193
Texas.....	49	92	141	55	195	250	219	355	574
Arkansas.....	4	1	5	44	21	65	4	1	5
Oklahoma.....	246	278	524	18	41	59	71	78	149
Indian Territory.....									
North Central Division:									
Ohio.....	0	202	202	0	67	67	0	270	270
Indiana.....							39	72	111
Illinois.....	13	515	528	51	582	633	131	865	996
Michigan.....							77	413	490
Wisconsin.....				101	293	394	280	827	1,107
Minnesota.....	16	141	157	26	240	366	30	385	415
Iowa.....				18	31	49	7	21	28
Missouri.....	18	18	36	50	80	130	80	164	244
North Dakota.....							11	20	31
South Dakota.....				6	24	30	11	30	41
Nebraska.....				14	51	65	23	74	97
Kansas.....	107	277	384	69	131	200	83	155	238
Western Division:									
Montana.....				1	12	13	1	5	6
Wyoming.....							0	20	20
Colorado.....	14	60	74				41	248	289
New Mexico.....	0	11	11	0	11	11	4	17	21
Arizona.....	5	26	31	6	19	25	5	29	34
Utah.....	20	68	88				20	71	91
Nevada.....									
Idaho.....	1	10	11	21	18	39	21	11	32
Washington.....	3	19	22	29	126	155	16	67	83
Oregon.....	12	13	25	32	64	96	16	28	44
California.....	8	59	67	48	446	494	68	575	643

TABLE 18.—Percentage of male and female students and percentage of graduates to total number in normal course in public and private normal schools in 1901-2.

State or Territory.	In public normal schools.			In private normal schools.		
	Male.	Female.	Graduates.	Male.	Female.	Graduates.
United States	24.71	75.29	17.38	47.78	52.22	9.07
North Atlantic Division	18.88	81.12	26.97	24.21	75.79	22.08
South Atlantic Division	24.81	75.19	13.59	38.70	61.30	27.15
South Central Division	35.51	64.49	7.68	49.58	50.42	4.96
North Central Division	28.25	71.75	13.21	51.80	48.20	5.63
Western Division	18.72	81.28	12.17	18.18	81.82	19.48
North Atlantic Division:						
Maine	19.50	80.50	25.59	33.33	66.67	18.84
New Hampshire	2.14	97.86	0			
Vermont	12.13	87.87	39.02			
Massachusetts	6.50	93.50	28.11	0	100.00	31.42
Rhode Island	0	100.00	0			
Connecticut .....	.79	99.21	28.08			
New York	13.96	86.04	27.67	23.13	76.87	26.80
New Jersey	5.51	94.49	33.74			
Pennsylvania	31.81	68.19	26.19	42.86	57.14	3.93
South Atlantic Division:						
Delaware	0	0	0			
Maryland	4.42	95.58	22.08	72.22	27.78	23.62
District of Columbia	7.87	92.13	71.91	0	100.00	28.13
Virginia	15.80	84.20	15.99	37.00	63.00	19.78
West Virginia	50.78	49.22	5.46	41.01	58.99	8.99
North Carolina	29.39	70.61	8.78	26.98	73.02	42.09
South Carolina	0	100.00	9.80	51.50	48.50	29.85
Georgia	18.64	81.36	10.43	43.02	56.98	27.93
Florida	33.33	66.67	13.02	51.52	48.48	7.07
South Central Division:						
Kentucky	27.92	72.08	29.22	48.94	51.06	5.03
Tennessee	40.00	60.00	0	47.97	52.03	7.57
Alabama	35.50	64.50	5.27	64.62	35.38	6.15
Mississippi	42.23	57.77	6.81	43.51	56.49	3.25
Louisiana	11.13	88.87	19.26			
Texas	35.96	64.04	4.44	55.73	44.27	
Arkansas	67.69	32.31	7.69	55.26	44.74	2.30
Oklahoma	43.30	56.70	9.97			
Indian Territory	0	0	0			
North Central Division:						
Ohio	0	100.00	39.10	58.23	41.77	6.04
Indiana	44.27	55.73	5.31	56.72	43.28	3.08
Illinois	25.85	74.15	15.59	44.99	55.01	7.46
Michigan	18.70	81.30	15.61	30.67	69.33	50.67
Wisconsin	26.18	73.82	20.08	62.67	37.33	16.00
Minnesota	13.30	86.70	28.84	48.39	51.61	29.03
Iowa	23.25	76.75	6.81	39.97	60.03	3.53
Missouri	41.86	58.14	5.77	54.39	45.61	.75
North Dakota	33.24	66.76	5.05			
South Dakota	26.90	73.10	12.06	31.25	68.75	20.00
Nebraska	26.67	73.33	16.83	32.30	67.70	27.02
Kansas	33.33	66.67	7.80	48.65	51.35	
Western Division:						
Montana	8.06	91.94	3.23			
Wyoming	2.22	97.78	0			
Colorado	14.19	85.81	25.61	18.18	81.82	19.48
New Mexico	46.72	53.28	10.92			
Arizona	22.22	77.78	39.68			
Utah	48.00	52.00	0			
Nevada	0	0	0			
Idaho	22.75	77.25	0			
Washington	20.06	79.94	10.98			
Oregon	38.06	61.94	10.49			
California	9.27	90.73	15.57			

TABLE 19.—Normal students in universities and colleges and public and private high schools in 1901-2.

State or Territory.	In universities and colleges.			In public high schools.				In private high schools.			Grand total.		
	Institutions.	Male.	Female.	Total.	Schools.	Male.	Female.	Total.	Schools.	Male.		Female.	Total.
United States.....	234	4,519	6,171	10,690	368	1,913	8,570	10,483	357	3,395	4,497	7,892	29,065
N. Atlantic Division.....	36	1,495	712	2,207	132	595	6,414	7,009	59	514	730	1,244	10,460
S. Atlantic Division.....	36	475	601	1,076	41	122	496	618	68	642	799	1,441	3,135
S. Central Division.....	42	912	1,520	2,432	78	548	571	1,119	118	1,322	1,461	2,783	6,334
N. Central Division.....	100	1,491	2,824	4,315	113	642	1,056	1,698	86	731	1,197	1,928	7,941
Western Division.....	20	146	514	660	4	6	33	39	26	186	310	496	1,195
N. Atlantic Division:													
Maine.....	3	10	16	26	8	37	87	124	4	9	47	56	206
New Hampshire.....	1	7	0	7	1	0	2	2	2	160	12	172	181
Vermont.....	1	14	5	19	12	11	89	100	10	8	49	57	176
Massachusetts.....	3	39	95	134	7	7	277	284	2	5	16	21	439
Rhode Island.....	1	33	42	75	0								75
Connecticut.....	0			0									0
New York.....	11	978	310	1,288	76	485	4,452	4,937	11	25	83	108	6,333
New Jersey.....	1	12	0	12	1	0	18	18	5	0	26	26	56
Pennsylvania.....	15	402	244	646	27	55	1,489	1,544	25	307	457	804	2,994
S. Atlantic Division:													
Delaware.....	1	0	2	2	2	1	9	10					12
Maryland.....	4	8	76	84	4	12	191	203	4	24	9	33	320
Dist. of Columbia.....	2	12	95	107	0								107
Virginia.....	3	113	63	176	3	14	78	92	9	38	122	160	423
West Virginia.....	2	31	20	51	0				4	150	156	306	357
North Carolina.....	4	84	120	204	1	0	2	34	354	334	688	894	
South Carolina.....	8	78	98	176	1	1	4	5	6	10	45	55	236
Georgia.....	11	59	67	126	13	57	73	130	8	36	76	112	368
Florida.....	1	90	60	150	17	37	139	176	3	30	57	87	413
S. Central Division:													
Kentucky.....	9	260	244	504	11	127	115	242	30	354	300	654	1,400
Tennessee.....	9	388	453	841	9	46	66	112	22	386	250	666	1,619
Alabama.....	3	10	32	42	12	110	55	165	15	170	213	383	590
Mississippi.....	7	140	488	628	13	65	116	181	12	85	136	221	1,030
Louisiana.....	4	17	79	96	7	21	53	74	5	13	45	58	228
Texas.....	6	79	180	259	15	78	76	154	20	175	351	526	939
Arkansas.....	3	18	41	59	11	101	90	191	10	132	110	242	492
Oklahoma.....	1			0					2	3	21	24	24
Indian Territory.....	1	0	3	3					2	4	5	9	12
N. Central Division:													
Ohio.....	15	235	323	558	31	117	196	313	7	37	59	96	967
Indiana.....	5	170	152	322	13	48	59	107	5	51	59	110	539
Illinois.....	13	202	804	1,006	5	8	45	53	11	135	279	414	1,473
Michigan.....	5	42	46	88	6	6	13	19	4	82	140	222	329
Wisconsin.....	4	131	107	238	7	16	41	57	2	12	8	20	315
Minnesota.....	6	57	15	182	6	127	72	199	7	61	66	127	508
Iowa.....	14	244	480	724	15	46	145	191	18	127	235	362	1,277
Missouri.....	10	140	146	286	15	88	204	292	19	143	211	354	932
North Dakota.....	1	20	100	120	0								120
South Dakota.....	5	33	111	144	1	11	23	34	4	48	73	121	299
Nebraska.....	7	64	169	233	5	17	29	46	5	11	30	41	320
Kansas.....	15	153	261	414	9	158	229	387	4	24	37	61	862
Western Division:													
Montana.....	2	3	12	15	0								15
Wyoming.....	1	1	31	32	0								32
Colorado.....	2	21	30	51	0				1	0	16	16	67
New Mexico.....	1	4	6	10	0								10
Arizona.....	1	0	3	3	0				0				3
Utah.....	2	85	268	353	0				7	143	196	339	692
Nevada.....	1	2	49	51	2	2	22	24					75
Idaho.....	1	1	2	3	0				2	11	16	27	30
Washington.....	1	2	6	8	1	0	8	8	3	24	21	45	61
Oregon.....	5	15	66	81	0				7	6	36	42	123
California.....	3	12	41	53	1	4	3	7	6	2	25	27	87

TABLE 20.—Distribution of students pursuing teachers' training courses in various institutions in 1901-2.

State or Territory.	In public normal schools.	In private normal schools.	In universities and colleges.	In public high schools.	In private high schools.	Total normal students.
United States	49,408	15,665	10,690	10,483	7,892	94,133
North Atlantic Division.....	17,242	1,268	2,207	7,009	1,244	28,970
South Atlantic Division.....	4,083	1,558	1,076	618	1,441	8,776
South Central Division.....	5,261	2,277	2,432	1,119	2,783	13,872
North Central Division.....	18,907	10,485	4,315	1,698	1,928	37,333
Western Division.....	3,910	77	660	39	496	5,182
North Atlantic Division:						
Maine.....	641	69	26	124	56	916
New Hampshire.....	140	.....	7	2	172	321
Vermont.....	305	.....	19	100	57	481
Massachusetts.....	1,800	210	134	254	21	2,449
Rhode Island.....	209	.....	75	.....	.....	284
Connecticut.....	634	.....	.....	.....	.....	634
New York.....	6,119	709	1,288	4,937	108	13,161
New Jersey.....	907	.....	12	18	26	963
Pennsylvania.....	6,487	280	646	1,544	804	9,761
South Atlantic Division:						
Delaware.....	.....	.....	2	10	.....	12
Maryland.....	355	54	84	203	33	759
District of Columbia.....	178	32	107	.....	.....	317
Virginia.....	519	273	176	92	160	1,220
West Virginia.....	898	178	51	.....	306	1,433
North Carolina.....	752	430	204	2	683	2,076
South Carolina.....	306	134	176	5	55	676
Georgia.....	853	353	126	130	112	1,579
Florida.....	192	93	150	176	87	704
South Central Division:						
Kentucky.....	154	756	504	242	654	2,310
Tennessee.....	575	713	841	112	666	2,907
Alabama.....	1,386	65	42	165	383	2,041
Mississippi.....	367	308	628	181	221	1,705
Louisiana.....	566	.....	96	74	58	794
Texas.....	1,215	131	259	154	526	2,285
Arkansas.....	65	304	59	191	242	861
Oklahoma.....	933	.....	.....	.....	24	957
Indian Territory.....	.....	.....	3	.....	9	12
North Central Division:						
Ohio.....	463	2,399	558	313	96	3,834
Indiana.....	2,259	3,794	322	107	110	6,592
Illinois.....	2,700	1,287	1,006	53	414	6,460
Michigan.....	2,165	75	88	19	222	2,569
Wisconsin.....	2,540	75	238	57	20	2,930
Minnesota.....	1,120	62	182	199	127	1,690
Iowa.....	2,232	1,556	724	191	362	5,065
Missouri.....	2,045	798	286	292	354	3,775
North Dakota.....	376	.....	120	.....	.....	496
South Dakota.....	539	80	144	34	121	918
Nebraska.....	630	322	233	46	41	1,272
Kansas.....	1,833	37	414	357	61	2,732
Western Division:						
Montana.....	124	.....	15	.....	.....	139
Wyoming.....	45	.....	32	.....	.....	77
Colorado.....	289	77	51	.....	16	433
New Mexico.....	229	.....	10	.....	.....	239
Arizona.....	63	.....	3	.....	.....	66
Utah.....	200	.....	353	.....	339	892
Nevada.....	.....	.....	51	24	.....	75
Idaho.....	255	.....	3	.....	27	285
Washington.....	658	.....	8	8	45	719
Oregon.....	289	.....	81	.....	42	412
California.....	1,758	.....	53	.....	27	1,845

TABLE 21.—Colleges and universities reporting students in teachers' training courses.

Location.	Institution.	Normal students.							
		1897.	1898.	1899.	1900.	1901.	1902.		
							Male.	Female.	Total.
ALABAMA.									
Athens	Athens Female College	10	12		5	5	0	20	20
Cullman	St. Bernard College	14							
East Lake	Howard College				34	18			
Eufaula	Union Female College			2					
Lafayette	Lafayette College			11	15	35			
Lineville	Lineville College					7			
Selma	Alabama Baptist Colored University				124				
Talladega	Isbell College	15	3				0	10	10
University	University of Alabama (public).				24	20	10	2	12
ARIZONA.									
Tucson	University of Arizona (public)		4			1	0	3	3
ARKANSAS.									
Arkadelphia	Arkadelphia Methodist College		19				5	15	20
Conway	Central Baptist College						0	18	18
Do	Hendrix College				16				
Fayetteville	University of Arkansas (public). ^a	16	6	14	32	18	13	8	21
Little Rock	Philander Smith College		45	17	17	26			
CALIFORNIA.									
Berkeley	University of California (public). ^a	262	717	598		689			
Claremont	Pomona College			14	7	12	12	0	12
Los Angeles	University of Southern California	18		9	3				
Mills College	Mills College			4	2				
Pasadena	Throop Polytechnic Institute	10	13	12	24	13	0	16	16
San Jose	College of Notre Dame	10	20	30	21	35	0	25	25
Santa Rosa	Pacific Methodist College	1							
Stanford University	Leland Stanford Junior University. ^a	50	211	295	264	269			
COLORADO.									
Boulder	University of Colorado (public). ^a	65	42		47		9	14	23
Colorado Springs ..	Colorado College		15	17		21	12	16	28
University Park ..	University of Denver			14					
DELAWARE.									
Dover	State College for Colored Students (public).				3	3	0	2	2
DISTRICT OF COLUMBIA.									
Washington	Gallaudet College (public)		5		5	5	3	2	5
Do	Howard University (public) ..	124	21	9	81	108	9	93	102
FLORIDA.									
De Land	John B. Stetson University ..	29		48	35	56			
Lake City	Florida Agricultural College (public).		19	40	36	23			
Leesburg	Florida Conference College ..		8	8					
St. Leo	St. Leo Military College	4	3	5	6		3	0	3
Tallahassee	Florida State College (public) ..				40	80	87	60	147
Winter Park	Rollins College	18	8	9					
GEORGIA.									
Athens	University of Georgia (public) ..			20			14	0	14
Atlanta	Atlanta Baptist College	2	3		2	1			
Do	Atlanta University	127	139	13	20	9	13	4	17
Do	Morris Brown College	16	45	42	43	32	1	32	33
Bowdon	Bowdon College		27	30	30	40			
College Park	Southern Female College	225							
Cuthbert	Andrew Female College		8	4	6	4			

^a Has a pedagogical department.

TABLE 21.—Colleges and universities reporting students in teachers' training courses—Con.

Location.	Institution.	Normal students.							
		1897.	1898.	1899.	1900.	1901.	1902.		
							Male.	Female.	Total.
GEORGIA—cont'd.									
Dahlonega	North Georgia Agriculture College (public)		44	68	67	17	10	5	15
Dalton	Dalton Female Seminary		3	4	5	7	0	10	10
Forsyth	Monroe College			10	6	8	0	6	6
Gainesville	Brenau College			35	20				
Lagrange	Lagrange Female College	23					0	3	3
Do	Southern Female College				20	50			
Macon	Mercer University	10	11	10	30		12	0	12
Oxford	Emory College				15	4	4	0	4
South Atlanta	Clark University	31	47	55	43	62	0	4	4
Thomasville	Young Female College		4		2				
Wrightsville	Nannie Lou Warthen College				11	11	5	3	8
Young Harris	Young L. G. Harris College	25	29			30			
IDAHO.									
Moseow	University of Idaho (public)						1	2	3
ILLINOIS.									
Abingdon	Hedding College	4	4	1					
Bourbonnais	St. Viator's College					30	9	11	20
Carthage	Carthage College					8			
Chicago	University of Chicago ^a			300			57	597	654
Do	St. Ignatius College				16				
Effingham	Austin College	110	90	175	150	145	80	100	180
Elmhurst	Evangelical Proseminary		20	17	10	6	7	0	7
Eureka	Eureka College			6		6	3	3	6
Evanston	Northwestern University ^a	20	20	11	20	49	12	36	48
Ewing	Ewing College	9			50				
Fulton	Northern Illinois College	46	35	35					
Greenville	Greenville College				11	8	4	3	7
Jacksonville	Illinois College	5	8	14	20	8			
Do	Illinois Woman's College	15	15	18	10	12	0	10	10
Lincoln	Lincoln University				55	2	1	2	3
Naperville	Northwestern College	12		15	12	10			
Rock Island	Augustana College	5	7	16	77	29			
Upper Alton	Shurtleff College						5	5	10
Urbana	University of Illinois			55	18		19	20	39
Westfield	Westfield College	17	14	18	21	17	3	9	12
Wheaton	Wheaton College	17			18		2	8	10
INDIANA.									
Bloomington	Indiana University (public) ^a		128	94		161	84	72	156
Crawfordsville	Wabash College		4	6		20			
Greencastle	De Pauw University						29	32	61
Hanover	Hanover College					5			
Irvington	Butler College			20					
Merom	Union Christian College	23	65	50	54	77	29	31	60
Moore's Hill	Moore's Hill College	20		20	22	58	20	15	35
Upland	Taylor University	52	32	44	16	14	8	2	10
INDIAN TERRITORY.									
Baeone	Indian University				6				
Musogee	Henry Kendall College				6		0	3	3
IOWA.									
Cedar Rapids	Coe College				10	22	7	21	28
Charles City	Charles City College	22	29	27	32	29	4	25	29
College Springs	Amity College	18	37	13	31	9	2	22	24
Des Moines	Des Moines College					14			
Do	Drake University		173	219	249	221	100	175	275
Fairfield	Parsons College					9	8	12	20
Fayette	Upper Iowa University		38	16	25	47	18	36	54
Grinnell	Iowa College		15	6	5		2	3	5
Hopkinton	Lenox College			11			0	4	4
Indianola	Simpson College	114	121	67			3	14	17
Iowa City	State University of Iowa (public) ^a	54		70	81	63	11	41	52
Lamoni	Graceland College				4				
Le Grand	Palmer College				8				
Mount Pleasant	German College	2							

^a Has a pedagogical department.

TABLE 21.—Colleges and universities reporting students in teachers' training courses—Con.

Location.	Institution.	Normal students.							
		1897.	1898.	1899.	1900.	1901.	1902.		
							Male.	Female.	Total.
IOWA—continued.									
Mount Pleasant	Iowa Wesleyan College	19	12				67	62	129
Mount Vernon	Cornell College	72	72	188	64				
Pella	Central University of Iowa	30	26	24	46	14	14	8	22
Sioux City	Morningside College	55	42	15	43	30	8	48	56
Storm Lake	Buena Vista College	47	48	45		47	0	9	9
Toledo	Western College		32			47			
KANSAS.									
Atchison	Midland College						2	2	4
Baldwin	Baker University		92	80	111	117	17	10	27
Emporia	College of Emporia				11	13	5	5	10
Highland	Highland University	3							
Holton	Campbell University	18	67	85	85		10	5	15
Lawrence	University of Kansas (public) ^a	39			51		21	46	67
LeCompton	Lane University	20	44	32	25	18	9	8	17
Lincoln	Kansas Christian College			30	49	2	20	25	45
Lindsborg	Bethany College		23	26	33	52	21	34	55
Ottawa	Ottawa University	8	26	9	11	20	5	10	15
Salina	Kansas Wesleyan University	60	66	71	71	59	15	46	61
Sterling	Cooper Memorial College	5		3	40	12	20	10	30
Topeka	Washburn College		4			2	0	6	6
Wichita	Fairmount College			12	17	10	3	10	13
Do.	Friends University						2	18	20
Winfield	St. John's Lutheran College					14			
Do.	Southwest Kansas College	34	34	42	28	28	3	26	29
KENTUCKY.									
Berea	Berea College		41	54	81	162	123	76	204
Georgetown	Georgetown College			46	30	30	13	10	23
Glasgow	Liberty College	40		16	25	56			
Harrodsburg	Baumont College			12			0	20	20
Hopkinsville	Bethel Female College				10		2	0	2
Do.	South Kentucky College	15		10	10				
Lexington	A. and M. College of Kentucky (public).	79	89	111	138	133	65	37	102
Do.	Kentucky University				57	58	40	16	56
Millersburg	Millersburg Female College			15	25	20	0	15	15
Nicholasville	Jessamine Female College	2	6		6				
Owensboro	Owensboro Female College				50		0	45	45
Russellville	Logan Female College					5			
Winchester	Kentucky Wesleyan College	10		17	17	36	14	23	37
LOUISIANA.									
New Orleans	College of the Immaculate Conception.	142							
Do.	Leland University						9	13	22
Do.	New Orleans University	38	23	25	24	29	1	19	20
Do.	Straight University	12	10	12	28	16	5	7	12
Do.	Tulane University						2	40	42
MAINE.									
Kents Hill	Maine Wesleyan Female College.		25	8	19	14	0	6	6
Orono	University of Maine (public).				10	12	10	4	14
Woodfords	Westbrook Seminary				12	12	0	6	6
MARYLAND.									
Baltimore	Morgan College					19	5	10	15
Baltimore (Station L).	Notre Dame of Maryland	15	16		14	15	0	15	15
Chestertown	Washington College	20	32	44	44	31	3	37	40
Hagerstown	Kee Mar College				20	9	0	14	14
MASSACHUSETTS.									
Cambridge	Harvard University	88	62	113					
Do.	Radcliffe College	13		63	56	47	0	63	63
South Hadley	Mount Holyoke College	28			130	75			
Tufts College	Tufts College					38			

^a Has a pedagogical department.

TABLE 21.—Colleges and universities reporting students in teachers' training courses—Con.

Location.	Institution.	Normal students.							
		1897.	1898.	1899.	1900.	1901.	1902.		
							Male.	Female.	Total.
MASSACHUSETTS—continued.									
Wellesley.....	Wellesley College	55	73	64	42	42	0	32	32
Worcester.....	Clark University					6			
Do.....	College of the Holy Cross						39	0	39
MICHIGAN.									
Adrian.....	Adrian College		9		6	6	4	2	6
Albion.....	Albion College	30	38	30	34	34	11	6	17
Alma.....	Alma College	19	10	7	30	12	7	9	16
Ann Arbor.....	University of Michigan (public). ^a								
Hillsdale.....	Hillsdale College	13	8	40	13		13	21	24
Holland.....	Hope College				19				
Kalamazoo.....	Kalamazoo College		9	17	14	14			
Olivet.....	Olivet College	14	12	17	17	14	7	8	15
MINNESOTA.									
Albert Lea.....	Albert Lea College					5	0	21	21
Minneapolis.....	University of Minnesota (public). ^a	28	130	110	36	109	25	65	90
Northfield.....	Carleton College			12	7	36	9	16	25
St. Paul.....	Macalester College			11					
Do.....	Hamline University				31		8	10	18
St. Peter.....	Gustavus Adolphus College	50	20	17	33	17	8	10	13
Winnebago City.....	Parker College	8	13	10		5	7	3	10
MISSISSIPPI.									
Blue Mountain.....	Blue Mountain Female College.			50	40	40	0	50	50
Brookhaven.....	Whitworth Female College		15	20		12	0	12	12
Columbus.....	Mississippi Industrial Institute and College (public).	15	78	78	85	129	0	244	244
French Camp.....	Central Mississippi Institute..	23	45		6	3	0	3	3
Holly Springs.....	Rust University	20	40	25	10	91	100	110	210
Meridian.....	East Mississippi Female College.	10	12	6	35	55	0	60	60
Oxford.....	Woman's College	10							
Pontotoc.....	Chickasaw Female College..	15			12	12			
Port Gibson.....	Port Gibson Female College..	2	2	2					
University.....	University of Mississippi (public). ^a	31		24	28	29	40	9	49
MISSOURI.									
Albany.....	Central Christian College	5	9	13	15	8			
Bolivar.....	Southwest Baptist College..	16	31						
Bowling Green.....	Pike County College				6	9	0	10	10
Cameron.....	Missouri Wesleyan College..	28	18	13	10	13	0	8	8
Canton.....	Christian University	7							
Clarksburg.....	Clarksburg College			14	16	26	5	8	13
Columbia.....	University of the State of Missouri (public). ^a	57	63	116	71	53	62	61	123
Glasgow.....	Pritchett College				2	4			
Lagrange.....	Lagrange College	19	15	18	44	36	30	25	55
Lexington.....	Baptist Female College		5	5					
Liberty.....	Liberty Ladies' College			20					
Morrisville.....	Morrisville College		33						
Nevada.....	Cotley College for Young Ladies.	20				20			
Odessa.....	Odessa College				10	13	3	3	6
St. Louis.....	St. Louis University				51		20	0	20
Springfield.....	Drury College	14	15	8		2	4	1	5
Trenton.....	Ruskin College			102		12	1	13	14
Warrenton.....	Central Wesleyan College	30	26	30	37	36	15	17	32
MONTANA.									
Bozeman.....	College of Agriculture and Mechanic Arts (public).		4	15	12		0	5	5
Helena.....	Montana Wesleyan University.			9	9	10			
Missoula.....	University of Montana (public).			3			3	7	10

^a Has a pedagogical department.

TABLE 21.—Colleges and universities reporting students in teachers' training courses—Con.

Location.	Institution.	Normal students.							
		1897.	1898.	1899.	1900.	1901.	1902.		
							Male.	Female.	Total.
NEBRASKA.									
Bellevue	Bellevue College	13	11	12	.....	20	3	19	22
Bethany	Cotner University	12	.....	.....	.....	6	0	6	6
College View	Union College .....	.....	46	.....	50	21	2	24	26
Crete	Doane College .....	.....	.....	.....	.....	.....	3	7	10
Grand Island	Grand Island College .....	.....	28	12	25	4	2	6	8
Hastings	Hastings College .....	.....	.....	12	.....	.....	0	4	4
Lincoln	University of Nebraska (public).	80	140	157	130	153	.....	.....	.....
University Place ..	Nebraska Wesleyan University.	.....	.....	80	6	114	54	103	157
York	York College	25	.....	48	40	22	.....	.....	.....
NEVADA.									
Reno	State University of Nevada (public).	75	48	65	.....	.....	2	49	51
NEW HAMPSHIRE.									
Hanover	Dartmouth .....	.....	.....	.....	.....	7	7	0	7
NEW JERSEY.									
New Brunswick ..	Rutgers College .....	.....	.....	8	13	15	12	0	12
NEW MEXICO.									
Albuquerque	University of New Mexico (public).	.....	.....	9	19	13	4	6	10
Mesilla	New Mexico College of Agriculture and Mechanic Arts (public).	.....	.....	12	.....	.....	.....	.....	.....
NEW YORK.									
Alfred	Alfred University	17	24	14	12	30	.....	.....	.....
Alegany	St. Bonaventure's College	10	.....	.....	.....	.....	.....	.....	.....
Brooklyn	Adelphi College	24	22	22	30	40	0	27	27
Canton	St. Lawrence University .....	.....	.....	.....	.....	.....	2	6	8
Clinton	Hamilton College	20	20	20	25	50	30	0	30
Elmira	Elmira College .....	.....	.....	.....	3	3	0	17	17
Hamilton	Colgate University .....	.....	.....	.....	.....	9	12	0	12
Ithaca	Cornell University ^a .....	.....	.....	.....	.....	.....	.....	.....	.....
New York	Barnard College	15	.....	14	71	93	.....	.....	.....
Do	College of St. Francis Xavier .....	.....	28	20	26	28	12	0	12
Do	College of the City of New York (public).	.....	173	186	235	110	710	0	710
Do	Columbia University ^a .....	.....	55	116	74	.....	.....	.....	.....
Do	Manhattan College	4	.....	26	28	31	25	0	25
Do	New York University	138	182	346	226	206	118	171	289
Potsdam	Clarkson School of Technology .....	.....	.....	.....	.....	5	.....	.....	.....
Rochester	University of Rochester .....	.....	21	26	18	20	18	2	20
Syracuse	Syracuse University .....	.....	72	35	108	128	51	87	138
NORTH CAROLINA.									
Chapel Hill	University of North Carolina (public).	21	.....	.....	61	.....	.....	.....	.....
Charlotte	Biddle University	41	37	37	49	52	.....	.....	.....
Do	Elizabeth College .....	.....	.....	.....	.....	.....	0	1	1
Hickory	Claremont College	8	8	18	20	6	0	22	22
Louisburg	Louisburg Female College	35	20	10	.....	.....	.....	.....	.....
Murfreesboro	Chowan Baptist Female College.	3	3	44	44	.....	.....	.....	.....
Raleigh	Baptist Female College .....	.....	.....	.....	.....	9	.....	.....	.....
Do	Shaw University .....	.....	190	173	171	.....	.....	.....	.....
Salisbury	Livingstone College .....	.....	38	113	75	79	67	97	164
Wake Forest	Wake Forest College .....	.....	.....	.....	.....	27	17	0	17
NORTH DAKOTA.									
University	University of North Dakota (public).	12	80	25	23	25	20	100	120
OHIO.									
Akron	Buchtel College	7	11	7	.....	12	0	1	1
Alliance	Mount Union College .....	.....	.....	53	85	65	32	17	49

^a Has a pedagogical department.

TABLE 21.—Colleges and universities reporting students in teachers' training courses—Con.

Location.	Institution.	Normal students.							
		1897.	1898.	1899.	1900.	1901.	1902.		
							Male.	Female.	Total.
OHIO—continued.									
Athens	Ohio University (public) ^a	50					18	14	32
Berea	Baldwin University	20	20	4	9	27	3	11	14
Cincinnati	University of Cincinnati						40	100	140
Cleveland	Western Reserve University		22						
Columbus	Ohio State University (public)		44	53		57	15	21	36
Defiance	Defiance College	128		119	146	45	19	26	45
Delaware	Ohio Wesleyan University			19		12			
Findlay	Findlay College	43	38	36	23	34	4	7	11
Hiram	Hiram College	2		6	8				
Lima	Lima College	45	86	75	56	48	20	18	38
Marietta	Marietta College				2				
New Concord	Muskingum College		3						
Oberlin	Oberlin College		24	18	17		2	10	12
Oxford	Western College for Women				2	2			
Richmond	Richmond College		35						
Scio	Scio College			10	14	17	9	4	13
Tiffin	Heidelberg University	73	84	38	27	20	3	6	9
Westerville	Otterbein University	24	25	21	16	15	34	27	61
Wilberforce	Wilberforce University	83	84	83	83	78	28	51	79
Wooster	University of Wooster		38	22		37	8	10	18
Yellow Springs	Antioch College	26							
OKLAHOMA.									
Stillwater	Oklahoma Agricultural and Mechanical College (public).		9						
OREGON.									
Albany	Albany College			29	22	20	3	12	15
Dallas	Dallas College					4	2	5	7
Eugene	University of Oregon						4	6	10
Forest Grove	Pacific College					20			
McMinnville	McMinnville College	4				3			
Philomath	Philomath College	9	60	80	12	6	2	3	5
Salem	Willamette University	34	29	24	38	34	4	40	44
PENNSYLVANIA.									
Allentown	Allentown College for Women			25					
Do.	Muhlenberg College	15	20		25	50	56	0	56
Annville	Lebanon Valley College	10				114	61	59	120
Beatty	St. Vincent College			19	23	19			
Bryn Mawr	Bryn Mawr College	21		2	5	5	0	15	15
Carlisle	Dickinson College					261	70	10	80
Collegeville	Ursinus College	7		2	23	18	8	1	9
Easton	Lafayette College	7	7			7	6	0	6
Gettysburg	Pennsylvania College	20	21		17		4	14	18
Greenville	Thiel College	11	7	8	8		12	7	19
Huntingdon	Juniata College		7	25	60	77	67	60	127
Lancaster	Franklin and Marshall College.			15	12	11	18	0	18
Lewisburg	Bucknell University					107			
Myerstown	Albright College				15				
New Berlin	Central Pennsylvania College	9	19	8	11	16	9	2	11
Philadelphia	Central High School (public).	18	32	32	22	16	16	0	16
Do.	University of Pennsylvania ^a		78	44	55	23	20	10	30
Selinsgrove	Susquehanna University	22	14	12		16	15	6	21
State College	Pennsylvania State College (public).					1			
Swarthmore	Swarthmore College		11		9				
Volant	Volant College	25	35	8	30	80	40	60	100
Waynesburg	Waynesburg College					21			
RHODE ISLAND.									
Providence	Brown University ^a	55	50	52	42	34	33	42	75
SOUTH CAROLINA.									
Columbia	Allen University	20	20	27	29	19	10	18	28
Do.	South Carolina College (public). ^a	26	32	39	45	40	16	7	23
Duwest	Erskine College				26	18	14	2	16
Do.	Duwest Female College	12	7	6	15	15	0	13	18

^a Has a pedagogical department.

TABLE 21.—Colleges and universities reporting students in teachers' training courses—Con.

Location.	Institution.	Normal students.							
		1897.	1898.	1899.	1900.	1901.	1902.		
							Male.	Female.	Total.
SOUTH CAROLINA—continued.									
Greenville.....	Furman University.....			30	22		22	0	22
Do.....	Greenville College for Women.....				5	8	0	3	3
Orangeburg.....	Greenville Female College.....						0	15	15
Spartanburg.....	Clafin University.....	73	89	34	44	60	16	40	56
	Converse College.....		50						
SOUTH DAKOTA.									
Brookings.....	South Dakota Agricultural College (public).....					18	9	4	13
Hot Springs.....	Black Hills College.....	2	7	7					
Huron.....	Huron College.....	12	14	20	29	17	3	32	35
Mitchell.....	Dakota University.....		60	65	73	49	10	60	70
Redfield.....	Redfield College.....		16	16	3	16	3	11	14
Vermilion.....	University of South Dakota (public).....	7	6	8	14	43	8	4	12
Yankton.....	Yankton College.....				16				
TENNESSEE.									
Bristol.....	King College.....					12	12	0	12
Brownsville.....	Brownsville Female College.....	4			5	10	0	15	15
Chattanooga.....	U. S. Grant University.....			8					
Greeneville.....	Greeneville and Tusculum College.....			12	12				
Harriman.....	American University of Harriman.....		15	9		10			
Hiwassee College.....	Hiwassee College.....		27	14	32		20	15	35
Jackson.....	Memphis Conference Female Institute.....			3	3	3			
Jefferson City.....	Carson and Newman College.....			20	25				
Knoxville.....	Knoxville College.....	43		53	37	60	44	51	95
Do.....	University of Tennessee (public). ^a	17	16	9					
Lebanon.....	Cumberland University.....			13					
McKenzie.....	Bethel College.....	25	14						
Maryville.....	Maryville College.....		20	17	51	51			
Milligan.....	Milligan College.....		35	50	80	40	20	22	42
Murfreesboro.....	Soule College.....		50						
Nashville.....	Fisk University.....			14			0	17	17
Do.....	Roger Williams University.....	81	39	42	26	16	5	39	44
Do.....	University of Nashville.....				603	550	270	280	550
Do.....	Walden University.....	15	38	48	45	51			
Do.....	Ward Seminary.....					38			
Pulaski.....	Martin College.....	20	20						
Rogersville.....	Rogersville Synodical College.....	12	16	15	8	15			
Spencer.....	Burritt College.....	32	28	46	38	60	17	14	31
TEXAS.									
Austin.....	University of Texas (public). ^a		91	97		129	83	90	123
Belton.....	Baylor Female College.....			20			0	40	40
Bonham.....	Carlton College.....		5	5					
Brownwood.....	Howard Payne College.....	22	22	40	44	27	20	15	35
Campbell.....	Henry College.....	50		19	8	8			
Chapel Hill.....	Chapel Hill Female College.....			6	4				
Greenville.....	Burleson College.....			10	10	11			
Hermoson.....	Add-Ran Christian University.....		17	15					
Marshall.....	Wiley University.....		17	37			8	21	29
Sherman.....	Austin College.....			4					
Waco.....	Baylor University.....				38	28	18	9	27
Do.....	Paul Quinn College.....	12	7	7	8	6	0	5	5
UTAH.									
Logan.....	Brigham Young College.....		24	26	17	36	6	18	24
Salt Lake City.....	University of Utah (public). ^a	379	414	441	387	386	79	250	329
VERMONT.									
Middlebury.....	Middlebury College.....	2	10		30	30	14	5	19

^a Has a pedagogical department.

TABLE 21.—Colleges and universities reporting students in teachers' training courses—Con.

Location.	Institution.	Normal students.							
		1897.	1898.	1899.	1900.	1901.	1902.		
							Male.	Female.	Total.
VIRGINIA.									
Bridgewater.....	Bridgewater College.....	8	17	19	14	26	10	17	27
Fredericksburg.....	Fredericksburg College.....	10							
Lynchburg.....	Randolph-Macon Woman's College, ^a	20	20	35	22	47	0	46	46
Richmond.....	Virginia Union University.....				2				
Williamsburg.....	William and Mary College.....	106	116	143	100	103	103	0	103
Winchester.....	Valley Female College.....	2	2	4	6				
WASHINGTON.									
Burton.....	Vashon College.....	18	6	8	8	4			
Pullman.....	Washington Agricultural College and School of Science (public).					13			
Seattle.....	University of Washington (public).			65	49	25			
Tacoma.....	Whitworth College.....		2	4					
Do.....	Puget Sound University.....	26	12	12					
Vancouver.....	St. James College.....		3						
Walla Walla.....	Whitman College.....					3	2	6	8
WEST VIRGINIA.									
Bethany.....	Bethany College.....						14	10	24
Barboursville.....	Barboursville College.....	18	15	25	7	59			
Lewisburg.....	Lewisburg Female Institute.....					14			
Morgantown.....	West Virginia University (public). ^a	23	23		36		17	10	27
WISCONSIN.									
Appleton.....	Lawrence University.....	21	25	29	29	38	14	13	27
Beloit.....	Beloit College.....	7	23	32	25	26	6	12	18
Galesville.....	Gale College.....			15	15				
Madison.....	University of Wisconsin (public). ^a		31	59	210	242	110	79	189
Milton.....	Milton College.....				3	1			
Ripon.....	Ripon College.....				3	40	1	3	4
Watertown.....	Northwestern University.....	7							
WYOMING.									
Laramie.....	University of Wyoming (public).	24	29	26	14	27	1	31	32

^aHas a pedagogical department.

TABLE 22.—Number of students pursuing certain subjects in public normal schools in 1901-2.—Continued.

Name of institution.	History of education.		Theory of education.		School organization and supervision.		School management and discipline.		School hygiene.		Psychology and child study.		Ethics.		School laws.		Practical pedagogy.		
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
1																			
LOUISIANA.																			
43 Louisiana State Normal School, Natchitoches	8	73	11	79	10	73	10	73	10	10	11	12	13	14	15	16	17	18	19
44 New Orleans Normal and Training School	0	56	0	129			0	175				9	86			10	73	9	65
MAINE.																			
45 Eastern State Normal School, Castine	7	43	7	43	40	126	40	126	25	75	7	43	7	43	40	126	7	40	40
46 Farmington State Normal School	4	31	4	31	4	31	4	31	4	31	4	31	4	31	4	31	4	31	4
47 Madawaska Training School, Fort Kent					6	5	6	5	6	5	6	5	6	5	6	5	6	5	6
48 Western Normal School, Gorham	8	162	8	162	8	162	8	162	8	162	8	162	8	162	8	162	8	162	8
49 Springfield Normal School	12	10	12	10	12	10	12	10	12	10	12	10	12	10	12	10	12	10	12
MARYLAND.																			
50 Maryland State Normal School, Baltimore	3	115	17	368	17	368	17	368	3	115	6	105				6	105	6	105
MASSACHUSETTS.																			
51 Boston Normal School*	0	85	0	125	0	85	0	85	0	85	0	101	0	187	0	187	0	187	0
52 Massachusetts Normal Art School, Back Bay	0	15	0	15	0	15	0	15	0	15	0	15	0	15	0	15	0	15	0
53 State Normal School, Bridgewater	13	27	16	81	16	81	16	81	16	81	16	81	16	81	16	81	16	81	16
54 Wellington School, Cambridgeport					0	35	0	35	0	35	0	35	0	35	0	35	0	35	0
55 State Normal School, Fitchburg	2	127	2	127	2	127	2	127	2	127	2	127	2	127	2	127	2	127	2
56 State Normal School, Framingham	0	49	0	64	0	64	0	64	0	64	0	64	0	64	0	64	0	64	0
57 State Normal School, Hyannis	1	15	2	27	0	25	1	15	0	25	2	27	0	25	0	25	1	15	15
58 Training School for Teachers, Lowell	0	25	0	25	0	25	0	25	0	25	0	25	0	25	0	25	0	25	0
59 State Normal School, Salem	2	85	2	85	2	85	2	85	2	85	2	85	2	85	2	85	2	85	2
60 Massachusetts State Normal School, Westfield	0	62	0	78	0	78	0	78	0	78	0	78	0	78	0	78	0	78	0
61 Massachusetts State Normal School, Worcester	6	175	6	175	6	175	6	175	6	175	6	175	6	175	6	175	6	175	6
MICHIGAN.																			
62 Washington Normal School, Detroit	0	45	0	45	0	25	0	25	0	0	0	0	45			0	45	0	45
63 Northern State Normal School, Marquette	1	37	0	22								2	38				2	38	2
64 Central State Normal School, Mount Pleasant			2	8	12	38	12	38				40	60				40	60	40
65 Michigan State Normal School, Ypsilanti	35	177										40	312				40	312	35

MINNESOTA.																			
66	State Normal School, Mankato.....	4	33	4	833	0	0	55	0	55	0	0	0	90	5	178	5	85	
67	State Normal School, Moorhead*.....	12	60	12	60	20	178	20	178	12	60	19	107	10	178	12	80	19	
68	State Normal School, St. Cloud.....	5	15	4	14	0	48	0	39	0	39	0	39	0	39	0	39	8	
69	St. Paul Teachers' Training School.....	0	39	0	39	7	178	7	178	7	178	9	243	4	81	7	178	5	
70	State Normal School, Winona.....	4	81	4	81	7	178	7	178	7	178	9	243	4	81	7	178	160	
MISSISSIPPI.																			
71	Abbeville Normal School.....			10	25	10	25	10	25	10	25	10	25	10	25	10	25	10	25
72	Blue Springs Normal College.....			7	11	7	11	7	11	7	11	5	4	5	4	5	4	5	5
73	Mississippi State Normal School, Holly Springs*.....			10	15	10	15	10	15	10	15	20	25	10	15	10	15	11	11
74	Louisville Normal School*.....			10	15	10	15	10	15	10	15	20	25	10	15	10	15	10	15
75	Mississippi Central Normal School, Walnutgrove.....					5	8	5	8	5	8	20	14	5	8	20	14	5	8
MISSOURI.																			
76	State Normal School (third district), Cape Girardeau.....	21	15	17	18	17	18	20	0	13	9	18	18	0	13	9	18	0	15
77	State Normal School (first district), Kirksville.....	20	20	60	70	30	40	25	40	280	330	50	80	50	80	50	80	50	70
78	State Normal School (second district), Warrensburg.....					60	100	60	100	60	100	30	40	60	100	30	40	60	75
MONTANA.																			
79	Montana State Normal School, Dillon.....	0	6	0	6	1	4	1	4	1	4	1	4	1	4	1	4	1	5
NEBRASKA.																			
80	Nebraska State Normal School, Peru.....	17	64	36	143	15	91	63	128	19	53	11	51	11	51	23	74	74	74
NEW HAMPSHIRE.																			
81	New Hampshire State Normal School, Plymouth.....	2	40	2	52	2	49	2	49	2	49	2	62	2	62	2	49	2	49
NEW JERSEY.																			
82	Training School for Teachers, Jersey City.....	0	30	0	30	0	170	0	170	0	170	0	170	0	170	0	170	0	30
83	Newark Normal and Training School.....	0	170	0	170	0	170	0	170	0	170	0	170	0	170	0	170	0	170
84	Paterson Normal Training School.....	0	13	0	33	0	33	0	13	0	13	0	36	0	36	0	13	0	13
85	New Jersey State Normal School, Trenton.....	30	170	20	160	30	170	30	170	30	170	25	175	40	230	4	210	4	210
NEW MEXICO.																			
86	New Mexico Normal University, Las Vegas.....	4	6	4	6	4	6	10	12	4	6	0	11	0	11	0	11	0	6
87	Normal School of New Mexico, Silver City.....	0	11	0	11	0	11	0	11	0	11	0	11	0	11	0	11	0	11
NEW YORK.																			
88	New York State Normal School, Albany.....	41	361	41	361	41	361	41	361	41	361	15	327	15	327	15	327	15	327
89	State Normal and Training School, Brockport.....	12	47	10	14	6	41	6	41	6	41	12	56	6	41	17	88	17	88
90	Training School for Teachers, Brooklyn.....	15	327	15	327	15	327	15	327	15	327	15	327	15	327	15	327	15	327

* Statistics of 1900-1901.

TABLE 22.—Number of students pursuing certain subjects in public normal schools in 1901-2.—Continued.

Name of institution.	History of education.		Theory of education.		School organization and supervision.		School management and discipline.		School hygiene.		Psychology and child study.		Ethics.		School laws.		Practical pedagogy.	
	Male.	Fe- male.	Male.	Fe- male.	Male.	Fe- male.	Male.	Fe- male.	Male.	Fe- male.	Male.	Fe- male.	Male.	Fe- male.	Male.	Fe- male.	Male.	Fe- male.
I	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
TEXAS.																		
143 North Texas Normal College, Denton.....	5	22	5	22	200	306	200	306	100	124	100	124	8	10	8	10	146	230
144 Detroit Normal School.....	2	4	2	4	8	6	8	6	8	10	2	4	8	10	8	10	0	0
145 Sam Houston Normal Institute, Huntsville.....	33	77	.....	.....	33	77	47	185	47	185	80	262	33	77	47	185	33	77
146 Prairie View State Normal and Industrial College.....	8	5	24	18	.....	.....	28	32	.....	.....	8	5	8	5	.....	.....	40	48
UTAH.																		
147 Southern Branch of the State Normal School, Cedar City*.....	7	14	.....	.....	20	68	20	71	20	68	7	7	20	68	.....	.....	20	71
148 State Normal School of Utah, Salt Lake City*.....	20	71	20	71	20	68	20	71	20	68	20	71	20	68	.....	.....	20	71
VERMONT.																		
149 State Normal School, Castleton.....	3	47	3	40	3	40	3	40	3	47	3	54	3	47	.....	.....	3	39
150 State Normal School, Johnson.....	0	30	3	31	3	31	3	31	3	31	0	50	0	27	3	31	3	31
151 Randolph State Normal School.....	2	38	2	32	2	32	2	32	3	25	5	35	3	25	.....	.....	.....	.....
VIRGINIA.																		
152 State Female Normal School, Farmville.....	0	35	0	35	0	40	0	40	0	75	0	40	.....	.....	0	35	0	45
153 Hampton Normal and Agricultural Institute.....	14	21	.....	.....	14	21	.....	.....	14	21	14	21	.....	.....	.....	.....	.....	.....
154 Virginia Normal and Industrial Institute, Petersburg.....	17	35	17	35	17	35	17	35	17	35	17	35	17	35	17	35	17	35
WASHINGTON.																		
155 State Normal School, Cheney.....	3	7	.....	.....	12	38	12	38	12	38	11	30	.....	.....	12	43	0	29
156 Washington State Normal School, Ellensburg.....	3	19	7	38	7	38	7	38	3	19	7	38	3	19	7	38	7	38
157 State Normal School, Whatcom.....	2	30	10	60	3	50	10	45	10	45	.....	.....	.....	.....	10	45	.....	.....
WEST VIRGINIA.																		
158 State Normal School, Athens*.....	1	0	4	4	.....	.....	9	9	.....	.....	.....	.....	1	0	.....	.....	.....	.....
159 Fairmont State Normal School.....	8	9	10	11	10	11	10	11	10	10	3	4	6	9	.....	.....	3	1
160 State Normal School, Glenville.....	6	2	4	3	.....	.....	4	3	10	8	8	4	4	2	.....	.....	3	1
161 Marshall College, State Normal School, Huntington.....	3	8	5	10	5	10	15	20	40	36	3	8	3	6	3	8	20	30

162	West Virginia Colored Institute, Institute town	7	12	0	2	6	10	8	12	8	12	12	15	8	12	10	10	8	12	8	12
163	Shepherd College, State Normal School, Shepherdstown	2	0	2	2	6	10	8	12	8	12	12	14	8	12	2	0	8	12	5	12
164	West Liberty State Normal School*	8	14					5	12	5	12	5	12								
WISCONSIN.																					
165	State Normal School, Milwaukee*	29	128	58	334	19	196	19	196	19	196	19	196	58	334					39	138
166	State Normal School, Oshkosh	25	70	82	288	59	124	59	124	59	124	59	124	43	76					30	100
167	State Normal School, Platteville	9	17	13	24	42	135	26	77	26	77	26	77	41	101					17	45
168	State Normal School, River Falls	8	15	8	15			30	50					8	15					30	40
169	State Normal School, Stevens Point	12	21	32	100	21	90	9	46	20	21	20	21	16	20						
170	Marathon County Training School for Teachers, Wausau					14	55	14	55	14	55	14	55	14	55					14	55
171	Superior State Normal School, West Superior	11	4	10	25	21	130	10	53	10	31	11	40	11	40					10	53
172	State Normal School, Whitewater	9	22	10	28	18	74	21	52					36	124					27	62
WYOMING.																					
173	Wyoming State Normal School, Laramie	0	2	0	20	0	20	0	20	0	20	0	20	0	20					0	20

* Statistics of 1900-1901.

TABLE 23.—Statistics of public

Location.	Name of institution.	Teachers.				Students.						
		Entire number employed.		Instructing normal students.		Entire number enrolled.		Below normal and high school grades.		In normal course.		
		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
1	2	3	4	5	6	7	8	9	10	11	12	
ALABAMA.												
1	Florence	State Normal College.....	5	6	5	6	135	166	33	33	84	110
2	Jacksonville.....	State Normal School.....	4	6	3	3	190	164	83	61	107	103
3	Livingston.....	Alabama Normal College.....	4	9	3	9	4	129	0	0	1	123
4	Montgomery.....	State Normal School for Colored Students.	7	19	7	11	424	647	191	174	181	375
5	Normal.....	Agricultural and Mechanical College.	13	13	8	5	211	244	111	116	68	90
6	Troy.....	State Normal College.....	6	9	5	1	144	332	65	78	51	93
ARIZONA.												
7	Flagstaff.....	Territorial Normal School...	1	3	1	3	20	55	11	19	9	36
8	Tempe.....	Normal School of Arizona...	4	4	4	4	41	96	.....	.....	5	13
ARKANSAS.												
9	Pine Bluff.....	Branch Normal College.....	5	2	3	2	123	97	79	75	44	21
CALIFORNIA.												
10	Chico.....	State Normal School.....	6	14	6	14	186	480	119	178	67	302
11	Los Angeles.....	do.....	10	22	10	16	195	625	161	154	34	471
12	San Diego.....	do.....	6	9	6	9	70	301	48	56	22	245
13	San Francisco.....	do.....	5	8	5	8	0	129	0	0	0	129
14	San Jose.....	do.....	10	21	10	15	40	448	.....	.....	40	448
COLORADO.												
15	Greeley.....	Colorado State Normal School.	14	13	14	13	225	462	134	138	41	248
CONNECTICUT.												
16	Bridgeport.....	Bridgeport Training School for Teachers.	2	10	2	6	292	326	292	293	0	33
17	New Britain.....	State Normal Training School.	5	30	5	30	1	272	.....	.....	1	272
18	New Haven.....	do.....	5	33	5	33	3	220	0	0	3	220
19	Willimantic.....	do.....	3	14	2	6	1	104	.....	.....	1	104
DISTRICT OF COLUMBIA.												
20	Washington.....	Washington Normal School, No. 1.	0	10	0	10	2	96	0	0	2	96
21	do.....	Washington Normal School, No. 2.	0	7	0	7	12	68	0	0	12	68
FLORIDA.												
22	De Funiak Springs.....	Florida State Normal School.	3	3	3	3	39	80	.....	.....	39	80
23	Tallahassee.....	State Normal and Industrial College for Colored Students.	9	7	9	7	59	94	34	46	25	48
GEORGIA.												
24	Athens.....	State Normal School.....	6	9	6	9	127	500	0	0	127	500
25	College.....	Georgia State Industrial College.	12	1	7	1	500	80	164	56	12	12
26	Douglas.....	Southern Normal Institute..	5	4	4	1	176	174	128	148	20	15
27	Milledgeville.....	Georgia Normal and Industrial College.	3	22	3	8	0	443	0	143	0	167
IDAHO.												
28	Albion.....	State Normal School.....	4	1	4	1	34	66	20	25	14	41
29	Lewiston.....	do.....	4	3	4	3	63	172	.....	.....	44	156

TABLE 23.—Statistics of public

Location.	Name of institution.	Teachers.				Students.						
		Entire number employed.		Instructing normal students.		Entire number enrolled.		Below normal and high school grades.		In normal course.		
		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
1	2	3	4	5	6	7	8	9	10	11	12	
ILLINOIS.												
30	Carbondale.....	Southern Illinois State Normal College.	12	7	11	4	375	393	72	84	248	231
31	Charleston.....	Eastern Illinois State Normal School.	10	9	10	4	271	375	98	103	173	272
32	Chicago	Chicago Normal School.....	15	50	8	17	9	491	.....	.....	9	491
33	De Kalb	Northern Illinois State Normal School.	10	19	7	10	605	788	562	579	43	209
34	Normal	Illinois State Normal University.	12	16	11	9	228	808	.....	.....	225	799
INDIANA.												
35	Indianapolis.....	Indianapolis Normal School.	3	3	3	3	0	60	.....	.....	0	60
36	Terre Haute.....	Indiana State Normal School	25	13	25	13	1,000	1,199	0	0	1,000	1,199
IOWA.												
37	Cedar Falls.....	Iowa State Normal School..	25	26	25	26	613	1,851	167	231	446	1,620
38	Dexter	Dexter Normal School*.....	4	1	4	1	50	75	.....	.....	10	16
39	Woodbine	Woodbine Normal School*..	4	6	4	1	286	253	160	136	63	77
KANSAS.												
40	Emporia.....	State Normal School	19	25	19	23	678	1,356	67	134	611	1,222
KENTUCKY.												
41	Frankfort	Kentucky Normal and Industrial Institute for Colored Persons.	7	3	5	2	100	118	57	82	43	36
42	Louisville	Normal School	1	10	1	1	209	207	209	232	0	75
LOUISIANA.												
43	Natchitoches.....	Louisiana State Normal School.	8	14	8	6	184	481	121	153	63	328
44	New Orleans	New Orleans Normal and Training School.	0	13	0	13	129	199	129	24	0	175
MAINE.												
45	Castine	Eastern State Normal School.	3	7	2	6	40	126	.....	.....	40	126
46	Farmington	Farmington State Normal School.	2	11	2	11	16	153	.....	.....	16	153
47	Fort Kent	Madawaska Training School.	0	4	0	4	45	85	22	50	23	35
48	Gorham	Western Normal School.....	2	8	2	8	68	282	60	100	8	162
49	Springfield	Springfield Normal School..	0	4	0	4	48	42	10	2	38	40
MARYLAND.												
50	Baltimore.....	Maryland State Normal School.	4	12	4	8	23	402	6	34	17	368
MASSACHUSETTS.												
51	Boston	Boston Normal School.....	2	11	2	11	0	235	0	0	0	235
52	Boston (Back Bay)	Massachusetts Normal Art School.	12	4	12	4	64	261	0	0	64	261
53	Bridgewater.....	State Normal School	8	19	7	8	231	459	196	233	35	226
54	Cambridgeport.....	Wellington School	1	35	1	3	468	513	468	473	0	35
55	Fitchburg	State Normal School	5	19	5	11	2	127	.....	.....	2	127
56	Frankingham.....	.....do	5	17	5	17	0	194	.....	.....	0	194
57	Hyannis.....	.....do	3	4	3	4	7	44	0	0	7	44
58	Lowell	Training School for teachers.	2	10	2	10	0	25	.....	.....	0	25
59	Salem	State Normal School	4	20	4	12	2	236	.....	.....	2	236
60	Westfield.....	Massachusetts State Normal School.	4	19	3	4	1	125	.....	.....	1	125
61	Worcester .....	.....do	6	9	6	7	6	175	0	0	6	175

*Statistics of 1900-1901.

normal schools, 1901-2—Continued.

Students.				Children in model schools.	Colored students in normal course.		Graduates from normal course.		Years in normal course.	Weeks in school year.	Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Amount of State, county, or city aid.	Total income for the year 1901-2.	Amount received from State, county, or city for buildings and improvements.		
In business course.		In high school grades.			Male.	Female.	Male.	Female.								Male.	Female.
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	
		55	78	75	85	12	16	9	11	4	39	16,800	\$920,000	\$37,493	\$40,796	30	
0	0			98	103	0	0	3	11	4	38	4,618			2,192	31	
				819	779	0	1	9	241	2	40	15,000	600,000	62,500	62,500		32
				562	579			10	48	2	37	7,904	270,000	44,000	48,311	\$12,075	33
		3	9	239	248	1	3	17	62	3	36	12,000	\$40,000	47,720	55,372	9,129	34
0	0	0	0	117	123	0	4	0	20	2	20						35
								54	46	4	39	35,000	300,000	67,730	72,128	8,500	36
0	0	0	0	167	231	0	0	57	92	4	36	13,000	250,000	71,400	91,400	50,000	37
40	23	40	59	160	136	0	0	0	3	2	40	300	12,000	2,500	3,000		38
										4	40	500	10,000	7,000	9,265		39
				67	134	10	15	40	103	4	40	15,400	212,000	46,500	65,134	5,560	40
				0	0	43	36	2	3	3	36	1,108	48,450	3,000	9,383	0	41
0	0	0	0	209	232	0	0	0	40	2	40	500		5,000	5,000		42
0	0	0	0	121	153	0	0	11	46	4	32	4,000	100,000	18,000	22,322	750	43
				129	24			0	52	2	38	1,047					44
				7	18	0	0	7	43	2	38	1,200	75,000	9,000	9,675		45
								4	42	2	38						46
0	0	0	0	0	0	0	0	0	0	4	38			2,650	2,650	0	47
0	0			60	100	0	0	3	60	3	39	3,695	75,000	10,000	10,600	5,000	48
				10	8			2	3	3	30	85	4,809	1,250	1,449	0	49
0	0	0	0	6	34	0	0	6	79	3	38	4,600	160,000	20,000	26,496	3,770	50
0	0	0	0	0	0	0	3	0	78	2	40	5,000					51
0	0					0	3	6	31	4	41	240		26,306	29,306		52
0	0	0	0	196	233	0	0	16	81	4	38	8,153		43,123	43,523		53
0	0	0	0	468	488	0	0			1	40	100	62,000				54
0	0	0	0	395	354	0	0	1	58	2	40	3,500	200,000	38,855	38,945	0	55
0	0	0	0	63	44	0	0	0	78	2	38	3,256	190,350	31,026	31,342		56
0	0	0	0					2	12	2	40		150,000	22,595	22,595		57
				300	332					2	40						58
0	0	0	0	100	175	0	0	0	93	2	40	4,000	300,000	29,600	29,650		59
				290	357	0	2			2	39	3,800		27,130	27,130	2,000	60
0	0	0	0	29	31	0	0	3	52	3	38	13,074	203,000	22,375	22,425	0	61

TABLE 23.—Statistics of public

	Location.	Name of institution.	Teachers.				Students.					
			Entire number employed.		Instructing normal students.		Entire number enrolled.		Below normal and high school grades.		In normal course.	
			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12	
MICHIGAN.												
62	Detroit	Washington Normal School.	2	25	1	4	696	851	696	726	0	125
63	Marquette.....	Northern State Normal School.	7	7	7	7	60	257	45	62	15	195
64	Mount Pleasant ..	Central State Normal School	11	16	11	16	130	410	.....	.....	130	410
65	Ypsilanti.....	Michigan State Normal School.	21	33	20	22	435	1,226	175	196	260	1,030
MINNESOTA.												
66	Mankato	State Normal School	7	15	7	15	197	446	151	175	46	271
67	Moorhead .....	.....do	6	11	6	11	59	195	50	100	9	95
68	St. Cloud.....	.....do	9	11	9	6	168	296	114	96	54	260
69	St. Paul	St. Paul Teacher's Training School.	1	12	1	5	243	280	243	241	0	39
70	Winona	State Normal School	6	16	6	16	139	486	99	120	40	366
MISSISSIPPI.												
71	Abbeville	Abbeville Normal School ...	2	2	2	2	70	65	60	40	10	25
72	Blue Springs	Blue Springs Normal College	1	2	1	2	75	83	71	78	4	5
73	Holly Springs	Mississippi State Normal School.	7	2	7	2	82	121	.....	.....	82	121
74	Louisville	Louisville Normal School*..	2	2	2	0	60	65	35	40	25	25
75	Walnut Grove.....	Mississippi Central Normal School.	2	2	2	2	64	76	30	40	34	36
MISSOURI.												
76	Cape Girardeau ..	State Normal School (third district).	7	5	7	5	200	163	0	0	200	163
77	Kirksville.....	State Normal School (first district).	9	9	9	9	280	330	.....	.....	280	330
78	Warrensburg	State Normal School (second district).	13	9	13	5	444	816	68	120	376	696
MONTANA.												
79	Dillon	Montana State Normal School.	5	3	5	3	11	123	0	0	10	114
NEBRASKA.												
80	Peru.....	Nebraska State Normal School.	9	11	9	11	168	462	.....	.....	168	462
NEW HAMPSHIRE.												
81	Plymouth	New Hampshire State Normal School.	5	15	3	7	123	308	90	107	3	137
NEW JERSEY.												
82	Jersey City	Training School for Teachers	5	39	5	18	550	626	550	559	0	67
83	Newark	Newark Normal and Training School.	2	18	2	8	0	170	.....	.....	0	170
84	Paterson.....	Paterson Normal Training School.	3	21	3	3	535	577	525	527	0	50
85	Trenton	New Jersey State Normal School.	14	33	12	15	241	877	132	185	50	570
NEW MEXICO.												
86	Las Vegas	New Mexico Normal University.	8	6	8	6	150	157	58	55	92	102
87	Silver City.....	Normal School of New Mexico.	3	4	3	3	60	75	39	50	15	20
NEW YORK.												
88	Albany.....	New York State Normal School.	11	11	11	11	196	709	155	348	41	361
89	Brockport	State Normal and Training School.	5	14	5	14	241	381	163	173	52	173

* Statistics of 1900-1901.

normal schools, 1901-2—Continued.

Students.				Children in model school.		Colored students in normal course.		Graduates from normal course.		Years in normal course.		Weeks in school year.		Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Amount of State, county, or city aid.	Total income for the year 1901-2.	Amount received from State, county, or city for buildings and improvements.
In business course.		In high school grades.																
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Years	Weeks	Volumes	Value	Amount	Total	Amount		
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29		
0	0	0	0	696	726	0	0	0	25	2	40	\$300	\$55,000				62	
0	0	0	0	45	62	0	1	0	12	2	36	5,000	90,000	\$27,630	\$30,628	\$35,000	63	
				140	160			20	60	3	36	6,000	150,000	35,000	37,000	50,000	64	
				175	196	0	2	41	180	2	36	23,000	336,813	74,491	88,191	55,000	65	
0	0			151	175	0	0	5	63	5	38	4,999	153,116	32,500	35,000	15,000	66	
				114	95			5	36	5	36	2,739	64,253	29,500	30,300	40,000	67	
				243	241			0	24	2	38	5,323	187,000	32,500	34,649		68	
				99	120			4	125	5	40	3,000					69	
0	0	0	0	20	18	0	0	0	0	4	36	500	1,500	600	1,200	0	71	
										3	36		1,500	800	1,025		72	
						82	121	10	10	2	36	1,400	12,900	2,250	2,250		73	
				10	15			3	2	1	36	100	1,000	400	1,200		74	
												50	2,000	432	1,007		75	
0	0	0	0	30	25	0	0	12	10	4	40	3,000	100,000	26,225	28,625	21,000	76	
				45	45			14	24	4	38	3,000	200,000	16,500	23,800	34,500	77	
				68	120			18	40	5	40	6,000	300,000	20,000	29,000	0	78	
0	0	1	9	147	162	0	0	1	3	3	38	3,225	90,000	18,440	19,611	20,000	79	
				54	73	0	1	24	82	3	40	16,000	110,000	30,000	30,000	3,400	80	
		30	59	120	166					2	38	5,000	40,000	18,300	20,900		81	
0	0	0	0	550	559	0	0	0	30	2	36						82	
				292	288	0	3	0	45	2	40						83	
				535	527			0	13	2	40	200	72,500				84	
		59	122	132	185	2	4	24	194	3	38	4,000	450,000	48,000	48,000	4,000	85	
0	0	0	0	58	55	0	0	5	9	3	36	5,000	75,000	13,000	15,000		86	
3	1	3	4	15	16			0	11	4	40	3,000	20,000	10,000	11,100		87	
0	0	0	0	155	348	0	1	20	114	2	39	3,550	238,910	29,951	40,766	8,000	88	
		26	35	163	173			11	45	4	40	5,500	275,000	26,500	31,837	47,651	89	

TABLE 23.—Statistics of public

	Location.	Name of institution.	Teachers.				Students.					
			Entire number employed.		Instructing normal students.		Entire number enrolled.		Below normal and high school grades.		In normal course.	
			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12	
	NEW YORK—con.											
90	Brooklyn	Training School for Teachers	4	44	4	27	271	583	256	256	15	327
91	Buffalo	Buffalo City Training School for Teachers.	0	14	0	3	0	49	0	0	0	49
92	.....do	Buffalo State Normal School.	6	21	6	10	231	657	200	240	30	413
93	Cortland.....	State Normal and Training School.	5	15	5	15	160	422	.....	.....	140	403
94	Fredonia .....	.....do	6	15	6	13	225	420	152	181	31	187
95	Geneseo	Geneseo State Normal School	5	16	5	10	388	615	175	225	150	350
96	Jamaica	Jamaica State Normal School	5	11	5	11	126	610	68	140	58	470
97	New Paltz	State Normal and Training School.	6	16	5	9	150	283	110	113	40	170
98	New York	New York Training School for Teachers.*	5	8	5	8	39	157	0	0	39	157
99	.....do	Normal College of the City of New York.	7	87	7	52	155	3,527	155	861	0	1,112
100	Oneonta	State Normal School	6	13	6	7	234	505	143	168	91	337
101	Oswego.....	State Normal and Training School.	8	11	8	11	289	555	251	268	38	287
102	Plattsburg.....	Plattsburg State Normal and Training School.	6	11	6	11	84	287	62	120	22	167
103	Potsdam.....	Potsdam State Normal and Training School.	8	11	8	11	316	545	174	219	107	250
104	Syracuse	Syracuse High School (Normal Department).	8	36	2	8	0	52	0	0	0	52
	NORTH CAROLINA.											
105	Elizabeth City....	Elizabeth City State Normal School.	2	2	2	2	61	151	8	26	21	43
106	Fayetteville.....	State Colored Normal School.*	2	1	2	1	30	63	.....	.....	30	63
107	Franklinton.....	Albion Academy—State Normal School.	6	4	3	1	167	142	16	29	149	112
108	Greensboro.....	State Normal and Industrial School.	9	20	9	20	0	419	.....	.....	0	225
109	Plymouth	Plymouth State Normal School.	2	1	2	1	35	171	14	83	21	68
	NORTH DAKOTA.											
110	Mayville	State Normal School*.....	4	6	4	3	39	107	.....	.....	39	107
111	Valley City .....	.....do	5	6	5	6	109	166	23	22	86	144
	OHIO.											
112	Cleveland	Cleveland Normal Training School.	5	20	3	6	0	293	.....	.....	0	293
113	Columbus	Columbus Normal School ...	2	8	2	8	0	87	0	0	0	87
114	Dayton	Dayton Normal and Training School.	2	7	0	3	0	88	.....	.....	0	88
	OKLAHOMA.											
115	Alva.....	Northwestern Territorial Normal School.	15	3	14	3	271	321	45	56	226	265
116	Edmond.....	The Territorial Normal School.	11	6	11	5	189	294	15	30	165	242
117	Langston	Colored Agricultural and Normal University.	7	2	7	2	83	128	67	101	13	22
	OREGON.											
118	Ashland	Southern Oregon State Normal School.	4	4	4	4	94	116	28	10	20	40
119	Drain.....	Central Oregon State Normal School.	4	4	3	2	119	107	74	64	3	1
120	Monmouth	State Normal School	9	5	2	3	75	125	.....	.....	75	125
121	Weston	Eastern Oregon State Normal School.	5	5	5	5	26	66	14	53	12	13

* Statistics of 1900-1901.

normal schools, 1901-2—Continued.

Students.				Children in model school.		Colored students in normal course.		Graduates from normal course.		Years in normal course.		Weeks in school year.		Volumes in library.		Value of grounds, buildings, furniture, and scientific apparatus.		Amount of State, county, or city aid.		Total income for the year 1901-2.		Amount received from State, county, or city for buildings and improvements.	
In business course.		In high school grades.		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	23	24	25	26	27	28	29	30	31	32	33	
Male.	Female.	Male.	Female.	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
0	0	0	0	256	256	0	1	18	324	1	40	1	40	1,500	170,000							90	
0	0	0	0	249	271	0	0	0	0	0	0	0	0	1,000			1,800	1,800			0	91	
0	0	1	4	239	246	0	0	8	106	4	39	4	39	7,000	263,500	29,552	30,190	3,857	92			92	
20	19							18	90	4	39	4	39	8,000	262,639	28,400	28,699	187	93			93	
0	0	42	52	152	181			4	49	4	39	4	39									94	
58	49	0	0	175	225	1	2	21	129	4	39	4	39	5,000	235,000	30,000	31,900	0	95			95	
0	0			68	140	0	2	8	101	4	39	4	39	2,700		25,000	28,000		96			96	
										4	39	4	39	4,000	138,716	25,000	25,991	5,300	97			97	
0	0	0	0					0	0	9	46	2	38	1,500								98	
0	0	0	1,554	155	861	0	12	0	320	5	38	5	38	7,160		197,000	197,000					99	
				143	168			21	76	4	40	4	40	2,700	264,333	27,000	27,344		100			100	
				251	268	1	0	11	68	4	39	4	39	14,453	190,000	27,000	28,321	3,572	101			101	
0	0			62	118	1	0			4	40	4	40	3,340	157,000	25,000	25,820	1,000	102			102	
		35	76	174	219			20	56	4	39	4	39	5,750	300,000	26,500	29,202		103			103	
0	0			400	500					2	40	2	40	300								104	
		32	82	8	26	21	43	4	3	4	38	4	38	463	1,200	2,000	2,000		105			105	
						30	63	0	9	3	40	3	40	130	2,500	2,000	2,200		106			106	
2	1			6	11	149	112	13	3	4	32	4	32	300	15,000	2,150	9,650	400	107			107	
0	48	0	146	127	137			0	34	4	35	4	35	3,000	150,000	40,000	56,639	15,000	108			108	
						21	88			4	40	4	40	21	1,800	1,857	1,857		109			109	
0	0	0	0	23	22	0	0	2	17	4	36	4	36	2,000	35,000				110			110	
										4	36	4	36	5,000	38,000	13,895	14,923		111			111	
				500	750	0	5	0	115	2	39	2	39	2,000	20,000	24,000	24,150	2,500	112			112	
0	0	0	0	236	250	0	1	0	32	2	38	2	38	560			440		113			113	
								0	36	2	38	2	38	250					114			114	
0	0	0	0	45	56	0	0	6	10	4	38	4	38	1,337	120,000	30,000	37,000		115			115	
7	14	2	8	15	30	0	0	27	50	6	40	6	40						116			116	
		3	5			13	22			4	36	4	36	700	33,994	21,000	23,719		117			117	
0	0	46	66			0	0	2	5	3	39	3	39	211	25,000	6,750	8,710		118			118	
		42	42	74	64			3	1	3	40	3	40	500	25,000	5,000	6,250	1,000	119			119	
		0	0	100	120			5	20	3	40	3	40	1,700	40,000	12,000	16,000		120			120	
		0	0	45	51	0	0	2	7	4	39	4	39	900	65,000	11,000	11,752	35,000	121			121	

TABLE 23.—Statistics of public

Location,	Name of institution.	Teachers.				Students.						
		Entire number employed.		Instructing normal students.		Entire number enrolled.		Bolow normal and high school grades.		In normal course.		
		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
1	2	3	4	5	6	7	8	9	10	11	12	
PENNSYLVANIA.												
122	Bloomsburg	State Normal School	11	13	5	6	280	485	129	153	98	280
123	California	Southwestern State Normal School.	11	12	11	12	329	535	181	195	148	340
124	Clarion	Clarion State Normal School.	7	11	7	7	202	339	20	12	182	327
125	East Stroudsburg.	East Stroudsburg State Normal School.	7	7	7	7	152	328	55	95	97	233
126	Edinboro	Edinboro State Normal School.	12	9	12	9	225	451	56	59	169	392
127	Indiana	Indiana Normal School of Pennsylvania.	11	16	11	12	287	535	101	105	141	396
128	Kutztown	Keystone State Normal School.	19	7	7	3	439	326	285	229	82	70
129	Lockhaven	Central State Normal School.	10	7	10	7	223	330	78	65	145	265
130	Mansfield	Mansfield State Normal School.	10	9	10	8	204	308	0	0	180	224
131	Millersville	First Pennsylvania State Normal School.	23	20	12	7	461	558	100	105	228	336
132	Philadelphia	Philadelphia Normal School for Girls.	2	46	2	28	152	614	152	412	0	202
133	Pittsburg	Normal Department—Pittsburg High School.	2	12	2	11	0	313	.....	.....	0	313
134	Shippensburg	Cumberland Valley State Normal School.	9	8	9	8	195	209	36	42	159	167
135	Slippery Rock	Slippery Rock State Normal School.	8	8	7	6	339	466	123	115	216	351
136	West Chester	West Chester State Normal School.	15	15	15	15	314	632	95	105	219	527
RHODE ISLAND.												
137	Providence	Rhode Island Normal School*	4	32	4	21	0	245	.....	.....	0	209
SOUTH CAROLINA.												
138	Rockhill	Winthrop Normal and Industrial College.	6	28	6	28	0	456	0	0	0	306
SOUTH DAKOTA.												
139	Madison	State Normal School	3	9	3	9	102	275	59	84	43	191
140	Spearfish	do.*	1	12	1	12	132	208	64	72	68	136
141	Springfield	do	2	8	2	6	76	112	42	45	34	67
TENNESSEE.												
142	Nashville	Peabody College for Teachers.	17	10	17	10	230	345	.....	.....	230	345
TEXAS.												
143	Denton	North Texas Normal College.	6	8	6	8	286	446	0	0	286	446
144	Detroit	Detroit Normal School	2	4	2	1	175	165	87	83	8	10
145	Huntsville	Sam Houston Normal Institute.	6	11	6	11	127	315	0	0	127	315
146	Prairie View	Prairie View State Normal and Industrial College.	18	3	7	3	148	162	38	33	16	7
UTAH.												
147	Cedar City	Southern Branch of the State Normal School.*	6	2	6	2	96	104	.....	.....	96	104
148	Salt Lake City	State Normal School of Utah. ^a	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
VERMONT.												
149	Castleton	State Normal School	1	8	1	5	14	113	.....	.....	14	113
150	Johnson	do	2	8	2	5	6	80	.....	.....	6	80
151	Randolph Center.	Randolph State Normal School.	2	3	2	3	17	75	0	0	17	75

* Statistics of 1900-1901.

^a See table "Colleges and Universities."

normal schools, 1901-2—Continued.

Students.				Children in model school.	Colored students in normal course.	Graduates from normal course.	Years in normal course.	Weeks in school year.	Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Amount of State, county, or city aid.	Total income for the year 1901-2.	Amount received from State, county, or city for buildings, and improvements.			
In business course.		In high school grades.												Male.	Female.	Male.	Female.	Male.	Female.
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
		53	52	69	58	1	0	22	94	3	40	3,182	\$347,633	\$17,920	\$17,920	122
				181	195	0	0	28	80	3	40	5,604	254,500	14,826	24,278	123
0	0			29	12	0	0	31	64	2	42	8,100	285,000	16,815	16,815	\$7,867
0	0			55	95	0	2	50	100	3	42	780	89,306	16,387	17,796	27,500
		0	0	59	56	1	0	36	57	3	41	10,000	175,000	15,642	18,632	40,000
24	21	21	13	101	105	0	0	20	73	3	40	4,650	264,500	18,823	22,901	127
32	4	40	23	98	110			82	70	3	42	7,443	366,960	15,849	17,763	128
				78	65	0	0	37	71	3	40	4,675	264,000	13,641	37,908	0
14	6	10	78	50	88	0	0	34	66	2	40	5,164	299,267	15,541	30,541	0
		133	117	100	105			60	88	3	40	10,650	530,767	23,404	69,917	131
0	0	0	0	152	412	0	5			2	41	7,810	400,000	70,000	70,000	132
0	0					0	8	0	52	4	40		300,000	22,000	22,000	133
				36	42	0	1	60	65	3	40	4,306	242,000	12,800	26,943	10,000
				123	115	0	0	39	113	3	42	2,000	225,000	20,725	32,725	10,000
				95	105	1	0	42	165	3	40	10,000	525,000	22,747	22,747	136
0	0	0	36	309	336	0	0			2	39	5,000	800,000	58,500	58,500	137
0	91	0	59	17	39	0	0	0	30	4	36	5,267	325,000	49,468	58,996	138
0	0	0	0	59	84	0	0	3	30	4	40	5,000	100,000	16,000	21,300	0
		0	0	64	72	0	0	2	14	5	38	13,000	100,000	16,500	19,960	3,000
0	0	0	0	42	45	0	0	2	8	3	36	1,000	40,000	10,050	14,050	18,000
				68	138	0	0			2	32	15,000	200,000	20,000	68,800	142
0	0	0	0	0	0	0	0	5	22	3	36	6,000	32,600	20,000	24,000	4,000
4	2	76	70	0	0	0	0	5	9	4	36	250	2,500	2,000	2,800	0
0	0	0	0	0	0	0	0			3	36	21,694	110,000	37,500	43,500	12,500
4	2	90	120	0	0	16	7	8	5	4	39	700	100,000	18,000	18,000	2,000
										1	36	1,500	38,000	10,000	11,000	147
																148
0	0			57	78	0	0	5	42	2	40	5,000	20,000	5,500	5,500	0
0	0			75	75			3	34	2	40	5,000		5,500	5,700	150
0	0	0	0	23	28	0	0	4	31	2	40	3,500	1,200	5,750	5,950	0

TABLE 23.—Statistics of public

	Location.	Name of institution.	Teachers.				Students.					
			Entire number employed.		Instructing normal students.		Entire number enrolled.		Below normal and high school grades.		In normal course.	
			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12	
	VIRGINIA.											
152	Farmville	State Female Normal School.	2	11	2	11	0	309	.....	.....	0	309
153	Hampton	Hampton Normal and Agricultural Institute.	26	47	26	47	559	520	167	231	14	21
154	Petersburg	Virginia Normal and Industrial Institute.	6	6	6	4	112	204	44	97	68	107
	WASHINGTON.											
155	Cheney	State Normal School	6	4	6	2	55	125	0	0	55	125
156	Ellensburg	Washington State Normal School.	4	7	4	7	95	224	70	106	25	118
157	Whatecom	State Normal School	6	9	6	5	122	367	70	84	52	283
	WEST VIRGINIA.											
158	Athens	State Normal School*	6	5	6	5	130	73	5	1	124	72
159	Fairmount	Fairmount State Normal School.	5	5	5	5	151	207	0	0	108	103
160	Glenville	State Normal School	4	3	3	3	83	58	0	0	9	2
161	Huntington	Marshall College State Normal School.	7	11	4	6	300	339	0	0	100	125
162	Institute	West Virginia Colored Institute.	9	4	5	2	62	83	20	22	15	25
163	Shepherdstown ..	Shepherd College State Normal School.	3	5	3	5	69	82	.....	.....	22	38
164	West Liberty	West Liberty State Normal School.*	4	2	4	2	80	80	0	0	78	77
	WISCONSIN.											
165	Milwaukee	State Normal School*	11	14	9	11	58	334	.....	.....	58	334
166	Oshkosh	do	12	22	12	15	320	602	134	180	173	415
167	Platteville	do	10	11	10	7	164	255	63	61	101	194
168	River Falls	do	6	11	6	6	160	356	82	121	78	235
169	Stevens Point ..	do	9	13	9	9	237	389	127	121	110	268
170	Wausau	Marathon County Training School for Teachers.	1	1	1	1	14	55	0	0	14	55
171	West Superior	Superior State Normal School.	7	12	7	12	135	279	88	112	47	167
172	Whitewater	State Normal School	8	13	8	9	159	288	75	81	84	207
	WYOMING.											
173	Laramie	Wyoming State Normal School.	12	1	12	1	8	52	7	8	1	44

* Statistics of 1900-1901.

normal schools, 1901-2—Continued.

Students.				Children in model school.		Colored students in normal course.		Graduates from normal course.		Years in normal course.	Weeks in school year.	Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Amount of State, county, or city aid.	Total income for the year 1901-2.	Amount received from State, county, or city for buildings and improvements.
In business course.		In high-school grades.														
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.							
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
				26	87	0	0	0	35	3	39	5,000	\$120,000	\$15,000	\$16,800	\$20,000
		378	268	167	231	8	20					11,000	777,500	a 8,333	185,381	
0	0			23	16	68	107	16	32	3	35	2,500	157,000	15,000	18,810	0
0	0	0	0	48	41	0	0	3	7	5	40	2,890	150,000	17,500	18,540	4,000
0	0			70	106			3	19	5	38	4,000	75,000	20,000	20,520	0
				70	84	0	0	3	34	5	40	4,500	130,000	21,750	23,425	48,300
1	0	0	0	0	0	0	0	3	1	4	40	1,200	30,000	10,100	10,740	2,800
0	0	43	104	0	0	0	0	2	3	4	38	3,000	175,000	10,000	10,750	1,500
0	0	74	51	0	0	0	0	4	1	4	38	2,000	35,000	10,000	10,298	
100	64	100	150	0	0	0	0	3	7	4	40	5,030	305,000	19,000	20,680	10,000
0	0	27	36	7	12	1	4	8	10	4	36	1,560	104,200	12,000	21,464	16,000
		47	44					2	0	4	40	2,600	40,000			
0	0	2	3	0	0	0	0	1	4	4	40	3,000	30,000	10,000	10,400	0
				82	162					2	40	3,000	100,000			
0	0	13	7	134	180	0	0	28	71	4	40	9,800	168,000	52,567	58,495	18,575
				63	61			11	23	4	40	6,500	86,000	33,079	51,109	
				82	121			73	99	4	40	4,007	58,400	19,000	30,954	
0	0	0	0	127	121	0	0	25	44	4	40	7,500	125,000	37,091	37,091	
0	0	0	0			0	0	8	19	1	40			2,000	4,000	
		0	0	88	112	0	0	8	30	4	40	4,600	108,000	37,000	39,967	
				75	81	0	0	24	47	4	40	7,715	180,000	34,592	36,685	
				8	7					5	33	500		3,000	3,112	

a From United States.

TABLE 24.—Statistics of

	Location.	Name of institution.	Teachers.				Students.					
			Entire number employed.		Instructing normal students.		Entire number enrolled.		Below normal and high school grades.		In normal course.	
			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12	
ALABAMA.												
1	Mobile	Emerson Normal Institute ..	1	6	1	3	110	156	103	143	7	13
2	Tuskegee	Tuskegee Normal and Industrial Institute.*	55	30	12	16	882	371	640	233	35	10
ARKANSAS.												
3	Jamestown	Arkansas Normal College ...	3	1	3	1	38	47	20	23	18	24
4	Mount Ida	Mount Ida Normal Academy...	2	1	2	1	90	70	65	57	15	7
5	Pearidge	Pearidge Normal College....	7	5	5	2	190	127	68	38	85	65
6	Sulphur Rock	Arkansas Normal School....	2	1	2	1	80	40	.....	.....	50	40
COLORADO.												
7	Denver	Denver Normal and Preparatory School.	4	8	4	7	45	124	9	16	14	63
DISTRICT OF COLUMBIA.												
8	Washington	National Kindergarten Training School.	0	4	0	4	0	12	.....	.....	0	12
9	.....do	Pollock Washington City Normal Kindergarten Institute.	0	4	0	3	20	40	20	20	0	20
FLORIDA.												
10	Jasper	Jasper Normal Institute.....	3	4	2	2	148	151	81	87	24	20
11	Orange Park	Normal and Manual Training School.	2	7	1	2	68	71	41	43	27	28
GEORGIA.												
12	Augusta	Haines Normal and Industrial Institute.	4	15	0	2	164	343	123	251	1	4
13	Cornelia	Cornelia Normal Institute...	3	6	3	5	231	320	70	73	121	139
14	Douglas	Southern Normal School*...	5	5	4	2	103	77	40	41	15	16
15	Macon	Ballard Normal School.....	2	11	1	3	130	393	116	344	3	4
16	Thomasville	Allen Normal and Industrial School.	0	8	0	6	50	190	47	157	3	33
17	Waynesboro	Haven Normal Academy....	1	2	1	2	246	245	235	237	11	8
ILLINOIS.												
18	Addison	German Evangelical Lutheran Teachers' Seminary.	8	0	8	0	184	0	107	0	77	0
19	Bushnell	Western Normal College	4	2	4	2	100	50	.....	.....	75	45
20	Dixon	Northern Illinois Normal School.	25	9	15	5	767	293	76	30	148	178
21	Galesburg	Kindergarten Normal School	10	7	2	7	43	208	42	101	1	107
22	Hoopeston	Greer College.....	4	6	4	3	240	300	120	150	60	90
23	Macomb	Western Illinois Normal School.	6	2	5	0	240	160	.....	.....	140	130
24	Oregon	Wells School for Teachers...	1	0	1	0	38	88	.....	.....	38	88
25	Rushville	Rushville Normal and Business College.	6	2	3	1	136	150	75	40	40	70
INDIANA.												
26	Corydon	Ohio Valley Normal College.	6	3	6	3	139	141	0	0	139	141
27	Covington	Covington Normal School...	1	1	1	1	6	11	.....	.....	3	7
28	Danville	Central Normal College....	15	5	12	4	456	356	.....	.....	456	356
29	Indianapolis	Indiana Kindergarten and Primary Normal Training School.	1	14	1	14	0	135	0	0	0	135
30	Marion	Marion Normal College	16	5	6	4	1,450	1,275	.....	.....	308	218
31	Valparaiso	Northern Indiana Normal School.	27	9	27	9	1,246	785	.....	.....	1,246	785

*Statistics of 1900-1901.

private normal schools, 1901-2.

Students.				Children in model school.	Colored students in normal course.	Graduates from normal course.	Years in normal course.		Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Total income for the year 1901-2.	Total money value of benefactions or bequests for permanent endowment received during the year.					
In business course.	In high-school grades.		Male.				Female.	Male.						Female.			
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	23	24	25	26	27	28	29	
.....	.....	207	128	74	86	35	10	.....	.....	3	36	500	\$18,000	\$4,196	0	1
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3	36	5,000	356,866	191,403	\$253,772	2
0	0	10	6	.....	.....	.....	.....	4	2	3	40	.....	2,500	.....	.....	3
17	7	20	17	15	11	.....	.....	.....	.....	3	36	.....	2,000	1,000	.....	4
0	0	30	0	0	0	0	0	1	0	4	36	500	10,000	2,000	2,000	5	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	.....	2,000	2,000	3,000	.....	6
15	30	7	15	.....	.....	0	1	0	15	2	36	600	600	.....	.....	7
.....	.....	.....	.....	0	40	0	12	.....	.....	2	32	.....	.....	525	.....	8
.....	.....	.....	.....	.....	.....	.....	.....	0	9	1	40	.....	.....	.....	.....	9
10	5	33	39	10	12	0	0	2	4	1	40	1,500	6,000	4,300	0	10	
.....	.....	.....	.....	21	27	27	28	1	0	4	32	500	20,000	2,850	.....	11
.....	.....	46	88	10	25	1	4	.....	.....	2	24	2,640	25,000	.....	.....	12
26	39	4	69	15	16	.....	.....	39	42	3	36	1,570	1,500	4,775	1,000	13
30	3	18	17	31	32	0	0	3	3	2	40	1,000	6,000	4,000	.....	14
0	0	11	42	0	0	3	4	3	4	4	34	2,000	40,000	6,330	0	15	
.....	.....	.....	.....	35	39	3	33	1	5	4	32	300	.....	3,121	0	16
.....	.....	.....	.....	.....	.....	11	8	.....	.....	4	36	.....	.....	862	.....	17
.....	.....	.....	.....	24	27	.....	.....	32	0	2	40	.....	.....	.....	.....	18
25	5	.....	.....	0	0	0	0	9	3	2	40	500	30,000	1,550	.....	19
198	34	345	51	.....	.....	.....	.....	.....	.....	3	40	4,200	200,000	.....	.....	20
.....	.....	.....	.....	28	37	.....	.....	.....	.....	2	36	800	12,000	.....	.....	21
40	20	20	40	105	5	0	1	4	8	2	48	1,000	90,000	5,500	0	22	
100	30	.....	.....	.....	.....	.....	.....	8	12	2	40	80	20,000	10,000	.....	23
.....	.....	.....	.....	.....	.....	.....	.....	8	12	2	45	100	.....	4,000	.....	24
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	25
.....	0	0	32	25	0	0	0	5	4	2	48	4,160	11,000	2,910	0	26
.....	3	4	0	0	0	0	0	100	100	0	27
.....	5	5	0	0	12	13	3	48	2,000	40,000	0	28
0	0	0	0	0	0	0	4	0	34	3	38	1,486	15,000	0	29
216	76	926	981	.....	.....	4	2	23	26	2	50	2,200	75,000	.....	.....	30
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3	50	12,000	350,000	75,000	.....	31

TABLE 24.—Statistics of private

Location.	Name of institution.	Teachers.				Students.						
		Entire number employed.		Instructing normal students.		Entire number enrolled.		Below normal and high school grades.		In normal course.		
		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
1	2	3	4	5	6	7	8	9	10	11	12	
IOWA.												
32	Bloomfield	Southern Iowa Normal Institute.	6	2	5	1	148	112	74	50	54	62
33	Denison	Denison Normal and Business College.	8	2	5	1	110	157	.....	.....	74	149
34	Humboldt	Humboldt College.....	18	6	5	3	156	229	.....	.....	156	229
35	Humeston	Central Normal University..	3	4	3	3	40	60	.....	.....	20	58
36	Lemars	Western Union College.....	12	4	7	4	108	94	55	44	12	26
37	Newton	Newton Normal College.....	3	2	3	2	60	53	.....	.....	53	40
38	Perry	Perry Normal College.....	3	3	3	3	152	127	72	75	16	35
39	Shenandoah.....	Western Normal College.....	15	3	15	3	346	382	25	40	200	300
40	Waukon	Waukon Business College and Normal School.*	2	0	1	0	46	37	.....	.....	37	35
KANSAS.												
41	Conway Springs..	Normal and Business College.	2	2	2	2	35	30	.....	.....	10	10
42	Marysville.....	Modern Normal College.....	1	3	1	3	20	26	5	6	8	9
KENTUCKY.												
43	Blaine	Blaine Normal School.....	2	0	1	0	25	20	10	10	15	10
44	Bowling Green ..	Southern Normal School....	10	6	4	1	450	350	14	12	184	216
45	Hardinsburg	Breckenridge Normal College.	1	3	1	0	85	75	75	69	10	6
46	Hazard	Hazard Baptist Institute....	4	2	2	1	104	89	48	63	32	26
47	Hindman.....	Hindman School.....	1	1	1	0	101	79	70	50	31	29
48	Madisonville.....	Western Kentucky Normal School.	0	2	0	1	14	36	12	26	2	10
49	Middleburg	Middleburg Normal College*	2	3	2	1	102	95	64	67	25	20
50	Morehead	Morehead Normal School....	2	3	2	1	150	133	62	59	31	29
51	Waddy	Central Normal College.....	4	3	4	3	75	75	20	20	40	40
MAINE.												
52	Lee	Lee Normal Academy.....	1	3	1	3	68	72	.....	.....	23	46
MARYLAND.												
53	Ammendale	Ammendale Normal Institute.	7	0	5	0	55	0	19	0	36	0
54	Baltimore	Baltimore Normal School (colored).	1	1	1	0	11	34	8	19	3	15
MASSACHUSETTS.												
55	Boston	Miss Wheelock's Kindergarten Training School.	0	8	0	8	0	110	.....	.....	0	110
56	.....do	Froebel School-Kindergarten Normal Classes.	0	2	0	2	0	31	.....	.....	0	25
57	Waltham	Notre Dame Training School.	0	10	0	10	0	75	.....	.....	0	75
MICHIGAN.												
58	Owosso	Oakside School.....	0	2	0	2	14	19	6	7	0	10
59	Petoskey	Normal School and Business College.	2	1	1	0	110	193	.....	.....	23	42
MINNESOTA.												
60	Madison.....	Lutheran Normal School of the U. S. L. C.	4	2	4	0	82	80	66	48	16	32
61	New Ulm.....	Dr. Martin Luther College...	6	0	4	0	51	2	30	2	14	0
MISSISSIPPI.												
62	Iuka	Iuka Normal Institute.....	2	2	2	1	56	70	22	28	34	42
63	Shelby	Shelby Normal School*.....	1	3	1	3	75	100	.....	.....	75	100
64	Tougaloo	Tougaloo University.....	7	16	7	8	235	267	205	225	25	32

* Statistics of 1900-1901.

normal schools, 1901-2—Continued.

Students.		In busi-ness course.		In high-school grades.		Child-ren in model school.		Colored stu-dents in normal course.		Grad-uates from normal course.		Years in normal course.	Weeks in school year.	Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Total income for the year 1901-2.	Total money value of bene-factions of bequests for per-manent endowment re-ceived during the year.	
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.							
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28			
	20	0						1	0	11	7	3	50	825	\$25,000		32	
	36	8								0	2	4	40	500	50,000		33	
	20	2										3	48	5,000	65,000		34	
	23	15	18	9	7	14	0	0	1	0	4	4	38	520	47,000	\$1,700	35	
	7	13							7	5	2	2	29	750	8,700	\$,162	36	
	64	17									2	2		1,200	6,000	2,500	37	
	60	10	61	32						10	12	2	48	3,000	65,000		38	
	9	2										2	39	40	650	400	39	
	5	0	20	20								2	32	100	8,000	1,000	41	
	7	10	0	1								4	40	3,000	10,000	1,400	42	
	0	0															43	
	208	92	44	30	0	0	0	0	20	12							44	
	0	0										2	40				45	
	0	0	24	0	0	0	0	0	3	3	3	3	40	421	6,000	4,600	46	
				12	26							2	36	40	2,800	1,120	47	
														500	300		48	
	3	3	10	5								3	40		10,500	1,850	49	
	8	2	49	43	0	0	0	0	0	0	4	38		400	28,000	4,500	50	
			15	15			0	0			3	40	1,000	5,000		0	51	
			45	26	23	19	0	0	6	7	4	33	200	2,500	1,650		52	
									10	0	4			5,340	60,000		53	
				0	0	3	15	3	3	1				2,000		2,000	54	
								0	50	2	38			200		8,000	0	55
			0	6					0	16	2	36		100			56	
											3	40		4,800			57	
	2	0	6	2	0	0	0	0	0	0		38		500	3,500	650	0	58
	35	32	52	119					12	26	3	36						59
				12	14				3	10	2	36		500	40,000	4,264		60
	7	0		75	80	1	0	5	0	2	40		1,100	25,000	5,050		61	
				0	0						4	40		800	60,000		62	
	0	0	5	10	116	100	25	32	3	7	4	32		4,000	100,000	875	63	
															15,500		64	

TABLE 24.—Statistics of private

Location.	Name of institution.	Teachers.				Students.						
		Entire number employed.		Instructing normal students.		Entire number enrolled.		Below normal and high school grades.		In normal course.		
		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
1	2	3	4	5	6	7	8	9	10	11	12	
MISSOURI.												
65	Chillicothe	Chillicothe Normal College*.	19	5	12	2	543	279	.....	.....	345	236
66	Mill Spring	Hale's College*.....	4	4	4	0	119	297	30	152	24	47
67	Stanberry	Stanberry Normal School ...	13	7	5	2	186	140	.....	.....	65	81
NEBRASKA.												
68	Santee.....	Santee Normal Training School.	2	4	1	2	102	48	96	47	6	1
69	Wayne	Nebraska Normal College ...	6	6	5	5	492	527	.....	.....	98	217
NEW YORK.												
70	New York	Teachers' College (Columbia University).	52	57	52	57	233	772	69	227	164	545
NORTH CAROLINA.												
71	Asheville.....	Normal and Collegiate Institute.	1	13	1	13	0	272	0	86	0	180
72	Liberty	Liberty Normal College.....	3	2	3	1	95	105	50	60	10	12
73	Raleigh	St. Augustine's School.....	10	9	3	2	155	170	132	147	23	23
74	Wilmington	Gregory Normal Institute....	1	10	1	2	100	250	95	226	5	24
75	Winton	Waters Normal Institute....	4	3	4	3	123	151	45	76	78	75
OHIO.												
76	Ada	Ohio Normal University ...	25	7	6	2,054	1,032	0	0	544	416	
77	Canfield	North Eastern Ohio Normal College.	6	1	6	1	80	80	.....	.....	40	46
78	Dayton	St. Mary's Convent.....	14	0	14	0	90	0	25	0	65	0
79	Ewington	Southern Ohio Normal College.	1	0	1	0	27	11	5	2	16	5
80	Fostoria	Ohio Normal Training School.	4	1	1	1	64	52	42	22	4	6
81	Lebanon	National Normal University.	17	10	17	10	1,200	906	213	275	700	500
82	New Philadelphia	John P. Kuhn's Normal School.	1	0	1	0	36	32	19	12	17	20
83	Tremont City.....	Western Normal University.	3	1	3	1	4	9	0	0	4	9
84	Woodville	Teachers' Seminary.....	4	0	4	0	27	0	20	0	7	0
PENNSYLVANIA.												
85	Ebensburg	Ebensburg Normal Institute.	2	7	2	7	30	66	.....	.....	30	66
86	Muncy	Lycoming County Normal School.	5	1	5	1	90	94	0	0	90	94
SOUTH CAROLINA.												
87	Charleston	Avery Normal Institute.....	1	7	1	0	113	239	77	103	0	16
88	do	Wallingford Academy.....	1	3	1	1	57	83	42	56	15	27
89	Frogmore	Penn Normal, Industrial, and Agricultural School.	5	10	0	2	160	110	128	100	32	10
90	Greenwood	Brewer Normal School.....	1	8	1	1	95	161	90	154	5	7
91	Lancaster	Lancaster Normal and Industrial Institute.	1	3	1	1	95	167	78	162	17	5
SOUTH DAKOTA.												
92	Sioux Falls.....	Lutheran Normal School....	4	2	4	1	67	85	42	30	25	55
TENNESSEE.												
93	Chattanooga	Chattanooga Normal University.	4	7	2	0	83	70	40	24	8	10
94	Dickson	Dickson Normal College	7	7	4	3	325	280	175	160	110	93
95	Fountain City	Tennessee Normal College ..	6	6	6	3	114	138	25	64	18	22

*Statistics of 1900-1901.

normal schools, 1901-2—Continued.

Students.				Children in model school.	Colored students in normal course.	Graduates from normal course.	Years in normal course.	Weeks in school year.	Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Total income for the year 1901-2.	Total money value of benefactions or bequests for permanent endowment received during the year.			
In business course.		In high-school grades.													
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Years in normal course.	Weeks in school year.	Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Total income for the year 1901-2.	Total money value of benefactions or bequests for permanent endowment received during the year.
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
198	43							0	0			900	\$50,000		65
15	27	50	71	41	62	0	0	0	0		10	120	2,000	\$2,170	0
64	33	57	26					2	4	2	48	1,500	60,000		66
															67
0	0			21	18	6	1	6	8	3	32	2,000	50,500	13,250	0
213	84	181	226					19	54	2	50	2,650	65,000		68
															69
				69	227	3	2	44	146	4	34	20,025	1,810,000	268,464	\$243,444
0	6			0	26			0	21	4	36	1,650	130,210	20,000	70
0	0	35	33	0	0	0	0	0	3	4	40	500	3,000	1,500	71
				64	62	23	23	0	4	3	34			4,597	6,600
						5	24			4	32	350	24,000	5,000	72
				34	44			78	75	4	32	600	12,000	3,850	73
															74
															75
259	42	1,251	574	0	0	0	0	10	7	2	50	7,600	50,000	33,993	3,000
9	7	31	27					4	2	3	40	1,500	50,000	3,400	0
0	0			0	0	0	0	0	0	4	40				76
4	3	2	1	0	0	0	0	0	0	2	36	100	2,500	240	77
18	24			11	16			0	3	3	46	128	25,000	4,264	78
150	50	137	75	0	0	0	0	50	30	1	48	10,000	25,000		79
								17	20	4	40			500	80
0	0	0	0	34	68	0	0	2	0	3	40	300	28,000	5,000	81
															82
															83
															84
															85
								4	7	2	20	400		1,000	86
		36	120	20	32	0	16	0	16	2	36	650	18,500	5,900	87
				38	40	15	27			3	32		2,500	224	88
0	0	0	0	20	32	10	9	9	3	3	30	300	7,000	3,570	89
0	0	0	0	0	0	5	7	3	1	2	32	350	12,000	895	90
						24	32	6	2	3	32	400	8,000	1,400	91
0	0	0	0	0	0	0	0	2	14	3	36	1,420	40,000	5,800	92
20	23	15	13	7	12			3	2	2	40	2,000	20,000	6,000	93
25	15	15	12			0	0	10	5	4	40	2,000	50,000	4,990	94
21	22	50	30	0	0	0	0	3	7	2	40	800	50,000	5,000	95

TABLE 24.—Statistics of private

Location.	Name of institution.	Teachers.				Students.						
		Entire number employed.		Instructing normal students.		Entire number enrolled.		Below normal and high school grades.		In normal course.		
		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
1	2	3	4	5	6	7	8	9	10	11	12	
TENNESSEE—CON.												
96	Hornbeak	West Tennessee Normal College.	2	1	2	1	75	110	.....	.....	69	102
97	Huntingdon.....	Southern Normal University	4	5	4	5	110	80	20	15	55	40
98	Jonesboro	Warner Institute	1	2	1	0	51	69	49	65	2	4
99	Memphis	Le Moyne Normal Institute.	3	14	3	5	250	375	170	275	80	100
TEXAS.												
100	Commerce.....	East Texas Normal College..	8	2	8	1	277	156	98	78	61	52
101	Cumby	Independent Normal College	1	2	1	2	30	20	.....	.....	12	6
VIRGINIA.												
102	Lawrenceville....	St. Paul Normal and Industrial School.	22	11	3	4	155	168	60	68	35	55
103	Reliance	Shenandoah Normal College	9	5	9	5	78	50	0	0	60	40
104	Richmond.....	Hartshorn Memorial College	1	9	1	6	0	145	0	80	0	53
105	Stuart	Stuart Normal College	2	1	2	1	24	78	18	54	6	24
WEST VIRGINIA.												
106	Harpers Ferry	Storer College	2	6	2	6	47	80	24	20	23	60
107	Summersville	Summersville Normal School.*	2	2	2	0	75	65	10	12	50	45
WISCONSIN.												
108	Milwaukee.....	National German-American Teachers' Seminary.	7	0	7	0	10	28	.....	.....	10	28
109	St. Francis.....	Catholic Normal School.....	7	0	7	0	24	0	.....	.....	37	0

*Statistics of 1900-1901.

normal schools, 1901-2—Continued.

Students.												Years in normal course.	Weeks in school year.	Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Total income for the year 1901-2.	Total money value of benefactions or bequests for permanent endowment received during the year.
In business course.		In high-school grades.		Children in model school.		Colored students in normal course.		Graduates from normal course.									
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.								
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28		
6	8													\$1,000	96		
35	25					0	0	7	5	3	40		\$10,000		97		
0	0	0	0	0	0	2	4	0	0	4	32	24	5,000	812	98		
				25	30	80	100	3	9	4	34	2,700	45,000	8,550	\$4,000 99		
70	8	48	18							2	48	5,000	30,000		100		
4	0	14	14							3	40	75	4,000	1,090	101		
		60	45			35	55	11	5	4	36			35,149	102		
18	10	0	0					21	8	3	36	1,080	30,000	6,000	103		
0	0	0	12			0	53	0	9	4	35		50,000	5,905	104		
										2	10				105		
						23	60	7	9	4	34	5,200	50,000	7,400	7,000 106		
15	8									3	40	500	4,000		107		
0	0	0	0	81	71	0	0	0	8	3	42	1,850		10,130	0 108		
47	0							4	0	4	40	3,150			109		

CHAPTER XXXIX.

STATISTICS OF SECONDARY SCHOOLS.

The school enrollment of the United States is divided into three distinct classes, designated as elementary, secondary, and higher. The elementary includes all pupils in the first eight grades of the common school course, or those pursuing the studies of these eight grades whether in public or private schools. The secondary includes all in the four grades of the high school or academy, or all above the elementary and below the college grades. The higher includes all in college classes proper, in professional courses, and in university courses. The aggregate school enrollment for the year ending June, 1902, was 17,460,000. Of this number 16,479,177 pupils were in the elementary grades of public and private schools; 734,760 were secondary students in public high schools, in private high schools, academies, and seminaries, in the preparatory departments of universities and colleges, and those pursuing nonprofessional courses in public and private normal schools; 246,063 were students of higher education in universities and colleges, professional, and normal schools. This classification will be better understood after an examination of Table II in the Commissioner's statement at the beginning of the first volume of this Annual Report.

The 734,760 secondary students, comprising 4.2 per cent of the entire school enrollment, were distributed among eight classes of institutions as follows:

Institutions.	Male.	Female.	Total.
Public high schools	226,914	323,697	550,611
Public normal schools	2,118	4,177	6,295
Public universities and colleges	6,732	2,486	9,218
Private high schools	51,535	53,154	104,690
Private normal schools	4,005	3,112	7,117
Private universities and colleges	28,420	12,695	41,115
Private colleges for women	5,119	5,705	5,705
Manual training schools	5,119	4,890	10,009
Total	324,844	409,916	734,760

For the first time in a dozen years there was a small decrease in the number of secondary students from the preceding year, the falling off being mostly due to the decreased attendance in private institutions. The number in public high schools increased from 541,730 in 1900-1901 to 550,611 in 1901-2; the number in public normal schools decreased from 7,153 to 6,295; the number in public universities and colleges decreased from 9,857 to 9,218; the number in private high schools decreased from 103,221 to 104,690; the number in private normal schools decreased from 7,217 to 7,117; the number in private universities and colleges decreased from 44,801 to 41,115; the number in colleges for women increased from 5,614 to 5,705; the number

in manual training schools decreased from 11,407 to 10,009. The net decrease in the number of secondary students in the United States was 1,240. The percentage of increase of public secondary students was 1.32 and the percentage of decrease of private secondary students was 4.87. The net percentage of decrease of all secondary students was 0.17. A comparison of the numbers of secondary students for the two years is given by geographical divisions in the table which follows:

Students receiving secondary instruction in public and private high schools and academies and in preparatory departments of colleges and other institutions.

	1900-1901.			1901-2.			Per cent of increase or decrease.		
	Public.	Private.	Total.	Public.	Private.	Total.	Public.	Private.	Total.
United States.....	558,740	177,260	736,000	566,124	168,636	734,760	1.32	α 4.87	α 0.17
North Atlantic Division....	178,322	55,930	234,252	184,800	53,279	238,079	3.63	α 4.74	1.63
South Atlantic Division....	30,569	28,346	58,915	30,953	25,589	56,542	1.26	α 9.73	α 4.03
South Central Division....	44,886	32,643	77,529	43,060	30,567	73,627	α 4.07	α 6.36	α 5.03
North Central Division....	263,830	49,640	313,470	263,467	48,719	312,186	α .13	α 1.86	α .40
Western Division.....	35,133	10,701	45,834	37,834	10,482	48,326	7.72	α 2.05	5.44

α Decrease.

For ten years ending with 1901 the rate of increase of secondary students had been more rapid than the rate of increase in population. In 1891 the total number of secondary students to the million population was about 5,800, while in 1901 it was 9,500. The rapid increase has been in the attendance in public institutions. In 1891 the enrollment in these was equal to about 3,500 to the million population, while in 1901 and in 1902 it was about 7,200 to the million. The enrollment of secondary students in private institutions has not constantly increased at the rate of increase in the general population. These statements are verified by the following table:

Secondary students and per cent of population.

Year.	In public institutions.		In private institutions.		In both classes.	
	Secondary students.	Per cent of population.	Secondary students.	Per cent of population.	Secondary students.	Per cent of population.
1889-90	221,522	0.36	145,481	0.23	367,003	0.59
1890-91	222,868	.35	147,567	.23	370,435	.58
1891-92	247,660	.38	154,429	.24	402,089	.62
1892-93	256,628	.39	153,792	.23	410,420	.62
1893-94	302,006	.45	178,352	.26	480,358	.71
1894-95	361,370	.53	173,342	.26	534,712	.79
1895-96	392,729	.56	166,274	.23	559,003	.79
1896-97	420,459	.59	164,445	.23	584,904	.82
1897-98	459,813	.63	166,302	.23	626,115	.86
1898-99	488,549	.66	166,678	.23	655,227	.89
1899-1900	530,425	.70	188,816	.25	719,241	.95
1900-1901	558,740	.72	177,260	.23	736,000	.95
1901-2	566,124	.72	168,636	.22	734,760	.94

It has been found impracticable to collect complete statistics of secondary students in the preparatory departments of colleges and other institutions. The work of securing information from more than 8,000 public and private high schools presents many difficulties, but upon the whole the results are measurably satisfactory. This chapter is devoted to an exhibition of the statistics of the 6,292 public high schools and the 1,835 private high schools and academies reporting directly to this Bureau for the scholastic year 1901-2. The following table shows the progress of public and private high schools since 1889-90:

Public and private high schools since 1889-90.

Year reported.	Public.			Private.			Total.		
	Schools.	Teachers.	Students.	Schools.	Teachers.	Students.	Schools.	Teachers.	Students.
1889-90.....	2,526	9,120	202,963	1,632	7,209	94,931	4,158	16,329	297,894
1890-91.....	2,771	8,270	211,596	1,714	6,231	98,400	4,485	14,501	309,996
1891-92.....	3,065	9,564	239,556	1,550	7,093	100,739	4,585	16,657	340,295
1892-93.....	3,218	10,141	254,023	1,575	7,199	102,375	4,793	17,340	356,398
1893-94.....	3,964	12,120	289,274	1,982	8,009	118,645	5,946	20,129	407,919
1894-95.....	4,712	14,122	350,099	2,180	8,559	118,347	6,892	22,681	468,446
1895-96.....	4,974	15,700	380,493	2,106	8,752	106,654	7,080	24,452	487,147
1896-97.....	5,109	16,809	409,433	2,100	9,574	107,633	7,209	26,383	517,066
1897-98.....	5,315	17,941	449,600	1,990	9,357	105,225	7,305	27,298	554,825
1898-99.....	5,495	18,718	476,227	1,957	9,410	103,838	7,452	28,128	580,065
1899-1900.....	6,005	20,372	519,251	1,978	10,117	110,797	7,983	30,489	630,043
1900-1901.....	6,318	21,778	541,730	1,892	9,775	108,221	8,210	31,568	649,951
1901-2.....	6,292	22,415	550,611	1,835	9,903	104,690	8,127	32,318	655,801

In 1889-90 there were 2,526 public high schools, with 202,963 students, reporting to this Bureau. In 1901-2 the number of schools reporting was 6,292, with 550,611 students, an increase of nearly 150 per cent in the number of schools and 171 per cent in the number of students. The number of private high schools increased from 1,632 in 1889-90 to 2,180 in 1894-95. Since that year the number has decreased to 1,835 for the year 1901-2. The fluctuations in attendance at these institutions are shown in the above table. The relative progress of public and private high schools since 1890 may be learned from the following table:

Relative progress of public and private high schools in twelve years.

Year reported.	Per cent of number of schools.		Per cent of number of teachers.		Per cent of number of students.	
	Public.	Private.	Public.	Private.	Public.	Private.
1889-90.....	60.75	39.25	55.85	44.15	68.13	31.87
1890-91.....	61.78	38.22	57.03	42.97	68.26	31.74
1891-92.....	66.19	33.81	57.42	42.58	70.40	29.60
1892-93.....	66.23	33.77	60.25	39.75	70.78	29.22
1893-94.....	66.67	33.33	60.21	39.79	70.91	29.09
1894-95.....	68.37	31.63	62.26	37.74	74.74	25.26
1895-96.....	70.25	29.75	64.21	35.79	78.11	21.89
1896-97.....	70.87	29.13	63.71	36.29	79.18	20.82
1897-98.....	72.76	27.24	65.72	34.28	81.03	18.97
1898-99.....	73.74	26.26	66.55	33.45	82.10	17.90
1899-1900.....	75.22	24.78	66.82	33.18	82.41	17.59
1900-1901.....	76.95	23.05	69.02	30.98	83.35	16.65
1901-2.....	77.42	22.58	69.36	30.64	84.02	15.98

In 1890 nearly 32 per cent of the secondary students were in private high schools and academies, while in 1902 these private institutions had less than 16 per cent of the secondary students.

PUBLIC HIGH SCHOOLS.

The list of the 6,292 public high schools, with their statistics in detail, will be found in Table 43 of this chapter, the important items being summarized in Tables 1 to 15.

As shown in Table 1, these schools had 22,415 teachers instructing secondary students—10,958 men and 11,457 women. There was a total of 550,611 secondary students—226,914 boys and 323,697 girls. In elementary grades connected with these schools there were 117,862 pupils.

Table 2 shows that there were 30,797 public high school students preparing for the college classical course, and 27,894 preparing for college scientific courses. The number of graduates for the year ending June, 1903, was 66,262, and 21,018 of these were

reported as college preparatory students. Of the total number of high school students 8,850 were in military drill, a decrease of 782 from the preceding year.

Tables 3 to 11, inclusive, show the number of students in each State in each of the leading high school studies. A synopsis from these tables is given below, preceded by items relating to the number of students preparing for college and the number of graduates.

Students in certain courses and studies in public high schools.

Courses, studies, etc.	Number of students.	Per cent of total number.	Male students.	Per cent of total number of male students.	Female students.	Per cent of total number of female students.
Students preparing for college:						
Classical course.....	30,797	5.59	14,298	6.30	16,499	5.10
Scientific courses.....	27,894	5.07	16,406	7.23	11,488	3.55
Total preparing for college.....	58,691	10.66	30,704	13.53	27,987	8.65
Graduating in 1902.....	66,262	12.03	23,786	10.48	42,476	13.12
College preparatory students in graduating class.....	21,018	^a 31.72	9,988	^a 41.99	11,030	^a 25.97
Students in—						
Latin.....	275,674	50.07	105,371	46.44	170,303	52.61
Greek.....	13,780	2.50	7,057	3.11	6,723	2.08
French.....	47,409	8.61	16,665	7.34	30,744	9.50
German.....	89,486	16.25	34,848	15.36	54,638	16.88
Algebra.....	309,164	56.15	131,116	57.78	178,048	55.00
Geometry.....	153,731	27.92	64,205	28.29	89,526	27.66
Trigonometry.....	10,446	1.90	5,755	2.54	4,691	1.45
Astronomy.....	11,271	2.05	4,861	1.92	6,910	2.13
Physics.....	96,154	17.48	40,835	18.00	55,319	17.09
Chemistry.....	40,602	7.37	18,474	8.14	22,128	6.84
Physical geography.....	124,261	22.57	52,264	23.03	71,997	22.24
Geology.....	17,129	3.11	7,175	3.16	9,954	3.08
Physiology.....	137,116	24.90	57,857	25.28	79,759	24.64
Psychology.....	10,130	1.84	3,880	1.49	6,750	2.09
Rhetoric.....	236,037	42.87	93,738	41.31	142,299	43.96
English literature.....	259,147	47.07	103,893	45.79	155,254	47.96
History (other than United States).....	216,403	39.30	86,825	38.26	129,578	40.03
Civics.....	110,921	20.15	46,843	20.64	64,078	19.80

^a Per cent of total number of graduates.

The total number of students preparing for college was 58,691, or 10.66 per cent of the total number of secondary students. The total number of graduates was 66,262, or a little more than 12 per cent of the enrollment for that year. Of these, 21,018, or nearly 32 per cent, had been preparing for college.

The synopsis shows that 275,674, or more than half, of the public high school students were studying Latin; only 13,780 were studying Greek; while 89,486 were studying German, and 47,409 were studying French. The greatest number in any study was 309,164—in algebra. This was more than 56 per cent of the public high school enrollment.

The progress made by public high schools since 1889-90 is indicated in the increased percentage of students in the distinctive high school studies, quite as strongly as in the increased number of schools and rapidly growing enrollment. The studies of the elementary grades have gradually dropped out of the high schools, leaving the secondary studies their full share of time. In 1889-90 only 34.69 per cent of the public high school students studied Latin. Since that time there has been each year a marked increase in the percentage, and for the last four years more than 50 per cent of the students enrolled have studied Latin. As compared with Latin, Greek has not held its own. While the actual number of students in this language has greatly increased, the percentage fell from 3.05 in 1889-90 to 2.50 in 1901-2. There were fluctuations from year to year, as with most of the high school studies, the highest point for Greek having been reached in 1892-93, when the percentage was 3.40. The per cent studying French increased from 5.84 in 1889-90 to 8.61 in 1901-2,

and German shows an increase from 10.51 per cent in 1889-90 to 16.25 the last year. In 1889-90 the per cent of students in algebra was 45.40 and the last year 56.15, the high-water mark having been reached in 1898-99 when the percentage was 57.09. The per cent in geometry was 21.33 in 1889-90 and 27.92 the last year. Physics shows a decrease from 22.21 per cent in 1889-90 to 17.48 in 1901-2. The percentage in chemistry fell from 10.10 to 7.37 in the same period.

The per cent of students in each of the leading high school studies reported annually for the past eleven years is given in the table which follows:

Per cent of total number of secondary students in public high schools in certain courses and studies, etc.

Students and studies.	1891-92	1892-93	1893-94	1894-95	1895-96	1896-97	1897-98	1898-99	1899-1900	1900-1901	1901-2
Males.....	40.59	40.10	40.45	41.15	41.51	42.36	42.08	41.39	41.64	41.46	41.21
Females.....	59.41	59.90	59.55	58.85	58.49	57.64	57.92	58.61	58.36	58.54	58.79
Preparing for college, classical course.....	6.33	7.50	7.87	7.53	7.68	6.62	6.21	6.10	6.02	6.12	5.59
Preparing for college, scientific courses....	6.90	7.10	6.43	6.22	6.14	5.55	5.15	5.41	4.80	5.03	5.07
Total preparing for college.....	13.23	14.60	14.30	13.75	13.82	12.17	11.36	11.51	10.82	11.15	10.66
Graduates.....	11.45	12.60	12.90	12.11	12.05	12.22	11.79	11.86	11.89	12.13	12.03
Graduates prepared for college <i>a</i>	32.44	29.97	26.70	28.08	29.28	29.26	27.45	28.85	30.28	31.27	31.72
Studying—											
Latin.....	38.88	43.06	44.78	43.97	46.18	48.36	49.67	50.39	50.61	50.45	50.07
Greek.....	3.08	3.40	3.33	3.10	3.11	3.13	3.12	3.12	2.85	2.63	2.50
French.....	5.18	6.42	6.81	6.52	6.99	6.86	7.54	7.94	7.78	8.29	8.61
German.....	10.43	11.92	11.77	11.40	12.00	12.42	13.25	14.01	14.33	15.45	16.25
Algebra.....	48.93	52.88	56.14	54.27	54.64	55.46	56.13	57.09	56.29	56.96	58.15
Geometry.....	23.71	26.00	27.20	25.34	26.23	26.71	27.09	27.94	27.39	27.83	27.92
Trigonometry.....	2.37	2.73	2.93	2.53	2.48	2.45	2.27	2.05	1.91	2.04	1.90
Astronomy.....				4.79	4.40	4.21	3.82	3.33	2.78	2.34	2.05
Physics.....	22.82	23.27	25.29	22.77	22.08	21.09	20.69	20.20	19.04	18.40	17.48
Chemistry.....	10.17	10.00	10.31	9.15	8.95	8.83	8.30	8.39	7.72	7.56	7.37
Physicalgeography.....				23.89	25.54	25.38	24.94	24.29	23.37	22.83	22.57
Geology.....				5.00	4.80	4.62	4.37	4.04	3.61	3.44	3.11
Physiology.....				29.95	31.94	30.84	29.98	29.21	27.42	26.60	24.90
Psychology.....				2.74	3.00	2.90	2.74	2.39	2.38	2.19	1.84
Rhetoric.....				32.05	32.34	34.24	35.97	37.55	38.48	40.71	42.87
English literature.....							40.07	41.75	42.10	45.08	47.07
History (other than U. S.).....	30.97	33.88	36.48	34.33	35.28	35.76	37.70	38.32	38.16	38.91	39.30
Civics.....							22.74	21.97	21.66	20.97	20.15

a Per cent of total number of graduates.

A comparison of the statistics of public high schools in cities of 8,000 population and over with schools outside of such cities, will be found in Tables 12, 13, and 14. In the 580 cities of the size indicated, there were 726 public high schools with 8,930 instructors and 255,708 students. Outside of these cities there were 5,566 public high schools with 13,485 instructors and 294,903 secondary students. In the cities the high schools had an average of 352 students to a school, while the average outside of the cities was 53 students to a school.

In response to an inquiry, 3,161 public high schools reported date of establishment. Of these 1,845 had been established prior to the year 1891, as shown in Table 14.

Table 15 shows the equipment and income of the public high schools of each State, so far as the items could be obtained by this Bureau. Of the 6,292 schools, 5,726 reported libraries aggregating 3,710,098 volumes, and 5,447 had grounds, buildings, scientific apparatus, etc., valued at \$120,057,606.

No satisfactory aggregate can be obtained or estimated as to the income of public high schools. In most cases the accounts of high schools are not separated from the accounts of public school systems, and for this reason only 1,885 of the 6,292 schools were able to report the amounts of State or municipal funds received. The aggre-

gate of these amounts was \$5,989,157. Tuition fees to the amount of \$465,494 were received by 1,460 schools; 212 received \$242,504 from productive funds, and 613 schools received \$886,485 from other sources. It is believed that the greater part of the latter item should be credited to public funds. The aggregate income of 2,019 schools reporting total receipts was \$7,583,640. Benefactions amounting to \$142,936 were received by 84 schools. Endowments aggregating \$1,255,931 are owned by 52 public high schools.

PRIVATE HIGH SCHOOLS AND ACADEMIES.

Summaries of the statistics of private high schools, academies, and seminaries are given in Tables 16 to 29. Tables 16 to 26, inclusive, are similar to Tables 1 to 11 relating to public high schools, and the two series may be compared. Tables 27 and 15 may also be compared. Table 30 is a comparison of certain averages computed for public and private high schools.

It is shown in Tables 16 and 17 that there were 1,835 private secondary schools, with 9,903 instructors of secondary students, and 104,690 secondary students, 51,536 males and 53,154 females. There were 14,362 preparing for the college classical course and 11,212 for college scientific courses. There were 11,425 graduates, 5,141 of whom had prepared for college. There were 9,186 students in military drill, an increase of 148 over the preceding year. In the elementary departments of these schools there were 130,908 pupils below the secondary grades.

Tables 18 to 23 show the number of students in each of the 18 leading high school studies in each State, while the percentages of students in each study are given in Tables 24 to 26. The following table is a synopsis of the number and per cent of students, by sex, in college preparatory courses, the number and per cent of graduates, and the number and per cent in each of the high school studies in private secondary schools for the scholastic year ending June, 1902:

Students in certain courses and studies in private high schools and academies.

Courses, studies, etc.	Number of students.	Per cent of total number.	Male students.	Per cent of total number of male students.	Female students.	Per cent of total number of female students.
Students preparing for college:						
Classical course	14,362	13.72	9,016	17.49	5,346	10.06
Scientific courses	11,425	10.91	8,421	16.32	2,791	5.26
Total preparing for college	25,787	24.63	17,437	33.81	8,187	15.32
Graduating in 1902	11,425	10.92	5,608	10.86	5,817	10.94
College preparatory students in graduating class	5,141	44.50	3,470	67.50	1,671	32.50
Students in—						
Latin	48,828	46.64	24,512	48.15	24,011	45.17
Greek	8,218	7.89	6,410	12.44	1,808	3.39
French	25,534	24.89	9,059	17.58	16,475	30.99
German	21,494	20.53	11,045	21.43	10,449	19.66
Algebra	53,007	50.63	28,656	55.60	24,351	45.81
Geometry	26,849	25.64	15,811	30.38	11,038	20.77
Trigonometry	5,381	5.18	3,966	7.60	1,775	3.34
Astronomy	6,000	5.79	1,787	3.47	4,213	7.93
Physics	17,805	17.01	8,938	17.34	8,867	16.68
Chemistry	9,867	9.42	4,909	9.64	4,898	9.22
Physical geography	21,373	20.04	9,768	18.95	11,605	21.83
Geology	5,072	5.42	2,152	4.18	3,520	6.62
Physiology	23,609	24.46	11,061	21.46	14,348	27.37
Psychology	6,463	6.17	2,167	4.20	4,296	8.08
Rhetoric	38,519	36.80	16,509	32.03	22,010	41.40
English literature	39,671	37.89	16,958	32.91	22,713	42.78
History (other than U. S.)	58,478	56.85	16,644	32.30	21,834	41.08
Civics	19,277	18.41	9,144	17.74	10,133	19.18

α Per cent of total number of graduates.

A comparison of this table with a similar table on a preceding page relating to public high schools will show that nearly 25 per cent of the private high school students were preparing for college, and less than 11 per cent of the public high school students were making such preparation.

The following table indicates the progress made by the private high schools and academies in the past ten years, as indicated in the increased percentages of students in certain courses and studies:

Per cent of total number secondary students in private high schools and academies in certain courses and studies.

Students and studies.	1891-92	1892-93	1893-94	1894-95	1895-96	1896-97	1897-98	1898-99	1899-1900	1900-1901	1901-2
Males.....	52.14	52.10	50.39	48.46	50.15	49.44	49.58	49.98	50.30	49.73	40.23
Females.....	47.86	47.90	49.61	51.54	49.85	50.56	50.42	50.02	49.70	50.27	60.77
Preparing for college:											
Classical course...	15.87	15.60	16.36	17.30	18.50	17.72	15.54	16.00	19.07	19.19	13.72
Scientific courses...	9.22	10.90	9.55	9.73	10.78	10.45	9.82	9.74	12.83	14.11	10.91
Total preparing for college....	25.09	26.50	25.91	27.08	29.28	28.17	25.36	25.74	31.87	33.30	24.63
Graduates.....	8.41	8.70	9.40	10.11	10.58	10.93	11.54	11.42	11.02	11.05	10.92
Graduates prepared for college ^a	61.68	60.10	50.39	47.93	46.55	46.81	44.35	44.75	46.52	45.67	44.50
Studying—											
Latin.....	38.60	39.23	40.77	43.14	46.36	46.67	48.45	49.80	46.02	47.29	46.64
Greek.....	8.48	8.61	9.04	9.55	9.83	10.22	10.43	9.65	9.77	8.37	7.89
French.....	16.69	18.47	18.85	19.38	21.31	21.83	23.04	23.15	22.83	23.05	24.39
German.....	14.45	15.63	15.25	16.07	17.46	18.84	18.45	19.04	18.47	19.31	20.33
Algebra.....	44.57	42.75	44.37	46.88	49.22	49.50	51.70	52.17	49.40	49.14	50.63
Geometry.....	19.66	20.37	20.34	22.06	23.84	24.45	24.43	24.71	23.72	24.38	25.64
Trigonometry.....	4.37	5.76	5.93	5.39	5.51	5.45	5.25	5.02	4.83	5.07	5.13
Astronomy.....				6.69	7.99	7.46	6.91	6.75	6.46	6.04	5.73
Physics.....	20.16	19.76	20.91	20.32	21.02	20.14	19.59	18.89	18.87	17.45	17.01
Chemistry.....	9.83	9.94	10.32	9.79	9.89	10.49	9.62	9.78	9.34	9.35	9.42
Physical geogra- phy.....				18.15	22.77	21.81	21.79	21.25	20.57	20.33	20.04
Geology.....				7.08	6.61	6.11	5.90	6.11	5.91	6.10	5.42
Physiology.....				22.34	28.01	26.71	25.80	25.95	24.77	24.60	24.46
Psychology.....				5.13	6.74	7.35	7.48	7.07	7.00	6.93	6.17
Rhetoric.....				29.12	32.01	32.00	32.43	32.78	34.02	34.53	36.81
English literature.....							33.88	35.30	36.90	27.95	37.99
History (other than U. S.).....	32.22	32.46	34.07	35.60	37.35	37.31	37.59	38.82	36.11	35.87	36.55
Civics.....							15.74	15.95	18.41	18.73	18.41

^a Per cent of number of graduates.

Table 27 exhibits the value of equipment, income, benefactions, endowments, etc., of private high schools, academies, and seminaries. The number of volumes in the libraries of 1,422 schools was 1,961,494. The value of grounds, buildings, scientific apparatus, etc., owned by 1,328 schools was \$63,276,279. Tuition fees aggregating \$6,554,345 were received by 1,089 schools, and 266 schools received \$1,600,151 from productive funds. From public funds 206 schools received \$135,478. Income from other sources and unclassified received by 410 schools amounted to \$1,293,702. The aggregate income of 1,142 schools was \$9,583,676. During the year 174 schools received benefactions amounting to \$980,635. The money value of endowment reported by 214 schools was \$31,463,453.

Religious denominations control 923 of the 1,835 private secondary schools. In Table 44, which gives in detail the statistics of these schools, the name of the denomination controlling each is given in column 4. Tables 28 and 29 show the number of schools in each State controlled by each leading religious denomination. The following synopsis is made from these tables:

Religious denomination and nonsectarian.	Schools.	Instructors.	Students.
Non-sectarian.....	912	4,867	50,574
Roman Catholic.....	369	1,946	16,786
Baptist.....	93	466	7,039
Methodist.....	78	469	5,856
Episcopal.....	89	653	4,747
Presbyterian.....	82	351	4,076
Friends.....	51	268	3,146
Congregational.....	45	215	2,787
Methodist Episcopal South.....	31	143	2,710
Lutheran.....	30	140	2,077
Other denominations.....	55	385	4,892
Total.....	1,835	9,903	104,690

COMBINED STATISTICS.

The combined statistics of public and private secondary schools are given in Tables 31 to 38. A comparison of certain statistics is made in Table 30. In the public high schools there were about 87 students to a school and 25 students to a teacher, while in the private schools there were 54 secondary students to a school and about 11 to a teacher, indicating that teachers gave much of their time to the instruction of elementary students in the private high schools.

Table 31 shows that the 8,127 public and private secondary schools had 32,318 secondary teachers and 655,301 secondary students. The girls comprised 376,851, or over 57 per cent of the enrollment. The number of students preparing for college was 84,265, or nearly 13 per cent of the total number of secondary students. The graduates for 1902 numbered 77,687, or nearly 12 per cent of the enrollment for the year. The number of graduates who had prepared for college was 26,159, or more than one-third of the total number of graduates.

The number and per cent of students in each of the leading high school studies in each State are given in Tables 33 to 38. The following synopsis shows the number of male and female students in certain courses and studies for the United States for the year 1901-2:

Students in certain courses and studies in public and private high schools and academies.

Courses, studies, etc.	Number of students.	Per cent of total number of secondary students.	Male students.	Per cent of total number of male students.	Female students.	Per cent of total number of female students.
Students preparing for college:						
Classical course.....	45,159	6.89	23,314	8.37	21,845	5.80
Scientific courses.....	39,106	5.97	24,827	8.92	14,279	3.79
Total preparing for college.....	84,265	12.86	48,141	17.29	36,124	9.59
Graduating in 1902.....	77,687	11.86	29,394	10.56	48,293	12.81
College preparatory students in graduating class.....	26,159	<i>a</i> 33.67	13,458	<i>a</i> 45.78	12,701	<i>a</i> 26.30
Students in—						
Latin.....	324,497	49.52	130,183	46.75	194,314	51.56
Greek.....	21,998	3.36	13,467	4.84	8,531	2.26
French.....	72,943	11.13	25,724	9.24	47,219	12.53
German.....	110,980	16.94	45,893	16.48	65,087	17.27
Algebra.....	362,171	55.27	159,772	57.38	202,399	53.71
Geometry.....	180,580	27.56	80,016	28.74	100,564	26.69
Trigonometry.....	15,827	2.42	9,361	3.36	6,466	1.72
Astronomy.....	17,271	2.64	6,148	2.21	11,123	2.95
Physics.....	113,959	17.39	49,773	17.88	64,186	17.03
Chemistry.....	50,469	7.70	23,443	8.42	27,026	7.17
Physical geography.....	145,634	22.22	62,032	22.28	83,602	22.18
Geology.....	22,801	3.48	9,327	3.35	13,474	3.58
Physiology.....	162,725	24.83	68,418	24.57	94,307	25.03
Psychology.....	16,593	2.53	5,547	1.99	11,046	2.93
Rhetoric.....	274,556	41.90	110,247	39.59	164,309	43.60
English literature.....	298,818	45.60	120,851	43.40	177,967	47.22
History (other than United States).....	254,881	38.90	103,469	37.16	151,412	40.18
Civics.....	130,198	19.87	55,987	20.11	74,211	19.69

a Per cent of total number of graduates.

The synopsis which follows is an interesting review of the progress made in ten years by the secondary schools of the country in the increased enrollment year by year in certain studies. In 1889-90 there were 100,152 students in public and private secondary schools studying Latin. This was 33.62 per cent of the total secondary enrollment. In 1901-2 the number had increased to 324,497, or about 50 per cent of the enrollment for that year. Since 1890 the number of secondary students in algebra has increased from 42.77 per cent to 55.27 per cent in 1901-2. Increased enrollment in other studies will be indicated by increased percentages in the following table:

Per cent of the total number of secondary students in public and private high schools and academics in certain courses and studies, etc.

Students and studies.	1891-92	1892-93	1893-94	1894-95	1895-96	1896-97	1897-98	1898-99	1899-1900	1900-1901	1901-2
Males.....	44.01	43.62	43.39	43.00	43.40	43.84	43.50	42.93	43.16	42.83	42.49
Females.....	55.99	56.38	56.61	57.00	56.60	56.16	56.50	57.07	56.84	57.17	57.51
Preparing for college, classical course.....	9.18	9.90	10.34	10.00	10.05	8.94	7.99	7.87	8.32	8.30	6.89
Preparing for college, scientific courses.....	7.59	8.22	7.33	7.11	7.16	6.57	6.03	6.18	6.21	6.54	5.97
Total preparing for college.....	16.77	18.12	17.67	17.11	17.21	15.51	14.02	14.05	14.53	14.84	12.86
Graduates.....	10.87	11.46	11.88	11.60	11.73	11.95	11.75	11.78	11.74	11.95	11.86
Graduates prepared for college ^a	39.15	36.62	30.92	32.44	32.69	32.60	30.60	31.61	32.95	33.48	33.67
Studying—											
Latin.....	38.80	41.94	43.59	43.76	46.22	48.01	49.44	50.29	49.97	49.93	49.52
Greek.....	4.68	4.92	4.99	4.73	4.58	4.60	4.50	4.27	3.95	3.58	3.36
French.....	8.59	9.94	10.31	9.77	10.13	9.98	10.48	10.68	10.43	10.75	11.13
German.....	11.61	13.00	12.78	12.58	13.20	13.76	14.24	14.91	15.06	16.09	16.94
Algebra.....	47.65	49.92	52.71	52.40	53.46	54.22	55.29	56.21	55.08	55.66	55.27
Geometry.....	22.52	24.36	25.25	24.51	25.71	26.24	26.59	27.36	26.75	27.26	27.56
Trigonometry.....	2.96	3.61	3.80	3.25	3.15	3.08	2.83	2.58	2.42	2.54	2.42
Astronomy.....				5.27	5.19	4.89	4.40	3.94	3.43	2.96	2.64
Physics.....	22.04	22.25	24.02	22.15	21.85	20.89	20.48	19.97	18.88	18.24	17.39
Chemistry.....	10.08	9.98	10.31	9.31	9.15	9.18	8.55	8.64	8.00	7.86	7.70
Physical geography.....				22.44	24.93	24.64	24.33	23.75	22.88	22.42	22.22
Geology.....				5.52	5.20	4.93	4.66	4.41	4.02	3.88	3.48
Physiology.....				28.03	31.08	29.98	29.88	28.62	26.96	26.27	24.83
Psychology.....				3.35	3.82	3.82	3.64	3.23	3.19	2.98	2.53
Rhetoric.....				31.31	32.27	33.78	35.30	36.70	37.70	39.69	41.90
English literature.....							38.90	40.60	41.19	43.90	45.60
History (other than United States).....	31.35	33.46	35.78	34.65	35.73	36.08	37.68	38.32	37.80	38.41	38.90
Civics.....							21.41	20.89	21.09	20.60	19.87

^a Per cent of total number of graduates.

DISTRIBUTION OF SECONDARY STUDENTS.

The distribution of the 734,760 secondary students mentioned on the first page of this chapter is shown by States in Tables 39 and 40.

It is shown in Table 41 that the number of secondary students to each 1,000 of population in 1902 was 9.35. The same table shows that the number in higher education was 246,063, or 3.13 to the 1,000 population. This number includes all students who in 1901-2 were receiving higher instruction in universities and colleges, all professional students, including those in theology, law, medicine, dentistry, pharmacy, and veterinary medicine, and all in training courses for teachers in normal schools. Students in nurse-training schools, business schools, and in schools for the defective classes are not here included as in either secondary or higher education.

Table 42 shows the number of public and private high schools for boys only, for girls only, and the number of coeducational secondary schools in each State.

TABLE 1.—Public high schools—Number of schools, secondary instructors, secondary students, and elementary pupils in 1901-2.

State or Territory.	Number of schools.			Number of secondary teachers.			Number of secondary students.			Colored students (included in preceding column.)			Elementary pupils (including all below secondary grade).		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
United States.	6,292	10,958	11,457	22,415	226,914	323,697	550,611	2,767	5,901	8,668	59,962	57,900	117,862		
N. Atlantic Division	1,476	2,960	4,333	7,293	75,888	105,143	181,031	326	600	926	14,120	11,093	25,213		
S. Atlantic Division	436	691	568	1,259	11,024	16,937	27,961	589	1,284	1,873	7,098	7,153	14,251		
S. Central Division	702	1,037	755	1,792	16,450	24,004	40,454	723	1,890	2,613	10,167	10,096	20,263		
N. Central Division	3,333	5,585	5,084	10,619	109,736	156,714	266,450	1,071	2,182	3,089	25,737	26,685	52,422		
Western Division	845	735	717	1,452	13,816	20,899	34,715	58	109	167	2,840	2,873	5,713		
N. Atlantic Division:															
Maine	145	171	193	354	3,776	5,092	8,868	2	6	8	504	551	1,055		
New Hampshire	58	74	121	195	1,622	2,173	3,795	2	0	2	168	174	342		
Vermont	58	70	89	159	1,561	2,136	3,697	4	7	11	275	355	630		
Massachusetts	244	653	1,037	1,690	17,193	22,058	39,251	69	114	183	3,173	2,671	5,844		
Rhode Island	22	78	93	171	1,524	2,160	3,684	7	20	27	72	90	162		
Connecticut	75	143	250	393	3,788	4,891	8,679	22	36	58	318	320	638		
New York	393	844	1,597	2,441	28,459	38,276	66,735	82	160	242	8,109	5,245	13,354		
New Jersey	93	212	364	576	4,877	7,198	12,075	44	99	143	364	422	786		
Pennsylvania	388	715	599	1,314	13,088	21,159	34,247	94	158	252	1,137	1,265	2,402		
S. Atlantic Division:															
Delaware	12	19	25	44	427	660	1,087	0	0	0	50	50	100		
Maryland	49	111	86	197	1,949	2,559	4,508	120	128	248	1,082	1,090	2,172		
District of Columbia	7	76	96	172	1,264	2,075	3,339	293	582	815	0	0	0		
Virginia	64	79	93	172	1,561	2,561	4,122	126	345	471	846	889	1,735		
West Virginia	28	48	32	80	627	1,100	1,727	38	48	86	147	136	283		
North Carolina	30	36	26	62	588	751	1,339	27	52	79	468	496	964		
South Carolina	92	120	68	188	1,594	2,386	3,980	17	64	81	1,587	1,607	3,194		
Georgia	114	147	102	249	2,291	3,667	5,958	17	42	59	2,217	2,238	4,555		
Florida	40	55	40	95	723	1,178	1,901	11	23	34	601	647	1,248		
S. Central Division:															
Kentucky	80	127	109	236	2,252	3,138	5,390	148	404	552	686	748	1,429		
Tennessee	100	125	91	216	1,996	3,237	5,233	156	386	542	2,052	1,876	3,928		
Alabama	73	100	92	192	1,495	2,285	3,780	28	71	99	2,003	1,628	3,631		
Mississippi	89	96	95	191	1,509	2,182	3,691	96	364	460	1,652	1,777	3,429		
Louisiana	41	77	79	156	1,249	1,759	3,008	29	50	79	679	668	1,347		
Texas	236	391	213	604	6,161	8,919	15,080	215	487	702	2,469	2,728	5,197		
Arkansas	60	86	44	130	1,248	1,685	2,933	27	74	101	260	287	547		
Oklahoma	16	27	24	51	390	613	1,003	24	54	78	23	24	47		
Indian Territory	7	8	8	16	150	186	336	0	0	0	343	365	708		
N. Central Division:															
Ohio	720	1,152	694	1,846	20,557	26,409	46,966	227	363	590	8,561	8,581	17,142		
Indiana	382	764	403	1,167	11,456	15,825	27,281	163	302	465	2,436	2,532	4,968		
Illinois	355	781	800	1,581	16,199	25,478	41,677	139	284	423	1,227	1,422	2,649		
Michigan	297	480	687	1,167	12,282	16,876	29,158	44	62	106	2,269	2,374	4,643		
Wisconsin	215	361	452	813	8,202	11,521	19,723	3	14	17	633	739	1,372		
Minnesota	128	222	404	626	5,965	8,837	14,822	17	23	40	345	404	749		
Iowa	346	495	665	1,160	12,030	16,988	29,018	43	47	90	1,556	1,608	3,159		
Missouri	263	461	318	809	8,250	12,936	21,186	263	588	851	1,745	1,848	3,593		
North Dakota	33	41	41	82	642	861	1,503	0	2	2	236	266	502		
South Dakota	71	86	57	143	1,253	1,837	3,090	5	7	12	991	1,133	2,124		
Nebraska	303	368	280	648	6,609	9,534	16,143	20	57	77	4,164	4,191	8,355		
Kansas	220	324	253	577	6,271	9,612	15,883	147	274	421	1,571	1,592	3,166		
Western Division:															
Montana	22	37	52	89	735	1,312	2,047	4	4	8	28	28	56		
Wyoming	10	15	8	23	159	275	434	0	1	1	125	130	255		
Colorado	47	141	128	269	2,452	3,683	6,135	18	33	51	214	255	469		
New Mexico	8	24	8	32	193	176	369	1	2	3	23	0	23		
Arizona	2	5	5	10	86	102	188	1	1	2	0	0	0		
Utah	6	25	26	51	516	778	1,294	0	0	0	0	0	0		
Nevada	10	13	10	23	198	289	487	2	1	3	169	176	345		
Idaho	7	14	7	21	228	256	484	0	1	1	20	35	55		
Washington	76	117	96	213	1,860	2,956	4,816	4	7	11	1,411	1,394	2,805		
Oregon	39	52	46	98	1,083	1,617	2,700	1	1	2	804	810	1,614		
California	118	292	331	623	6,306	9,455	15,761	27	58	85	46	45	91		

TABLE 2.—Public high schools—Number of secondary students in college preparatory courses; number of graduates and college preparatory students in graduating class in 1901-2.

State or Territory.	Secondary students preparing for college.						Graduates in class of 1902.			College preparatory students in graduating class of 1902.			Students in military tactics.
	Classical course.			Scientific courses.			Male.	Female.	Total.	Male.	Female.	Total.	
	Male.	Female.	Total.	Male.	Female.	Total.							
United States...	14,238	16,499	30,737	16,406	11,488	27,894	23,786	42,476	66,262	9,988	11,030	21,018	8,850
N. Atlantic Division...	6,823	6,370	13,193	6,190	2,946	9,136	8,070	13,779	21,849	3,408	2,725	6,183	5,581
S. Atlantic Division...	795	989	1,784	519	213	732	958	2,181	3,139	435	589	1,024	807
S. Central Division...	1,007	1,262	2,269	899	588	1,487	1,217	2,633	3,850	524	748	1,272	197
N. Central Division...	4,951	6,730	11,681	7,278	6,340	13,618	12,181	21,466	33,647	4,863	6,005	10,868	1,306
Western Division...	722	1,148	1,870	1,520	1,401	2,921	1,360	2,417	3,777	758	963	1,721	959
N. Atlantic Division:													
Maine.....	462	353	815	208	131	339	481	731	1,212	172	139	311	251
New Hampshire.....	141	172	313	180	129	309	200	353	553	89	116	205	360
Vermont.....	132	93	225	233	97	330	207	320	527	102	84	186	108
Massachusetts.....	2,232	2,447	4,679	1,775	426	2,201	2,191	3,488	5,679	901	782	1,683	4,195
Rhode Island.....	350	284	634	81	61	142	156	229	385	85	78	163	.....
Connecticut.....	389	326	715	416	134	550	425	772	1,197	192	133	325	21
New York.....	2,104	1,530	3,634	2,149	1,860	3,509	2,137	3,677	5,814	1,074	782	1,856	426
New Jersey.....	271	278	549	423	287	710	498	931	1,429	188	134	322	131
Pennsylvania.....	742	887	1,629	725	321	1,046	1,775	3,278	5,053	605	477	1,052	89
S. Atlantic Division:													
Delaware.....	15	15	30	15	12	27	43	105	148	3	9	12	.....
Maryland.....	61	59	120	58	18	76	156	335	491	66	28	94	47
District of Columbia.....	105	95	200	190	22	212	164	332	496	45	15	60	683
Virginia.....	92	82	174	55	6	61	111	323	434	56	70	126	.....
West Virginia.....	17	32	49	13	35	48	64	177	241	29	36	65	.....
North Carolina.....	83	74	157	21	20	41	60	88	148	37	50	87	24
South Carolina.....	150	232	382	38	22	60	129	311	440	80	168	248	.....
Georgia.....	252	363	615	95	50	145	194	426	620	100	179	279	48
Florida.....	20	37	57	34	28	62	37	84	121	19	34	53	.....
S. Central Division:													
Kentucky.....	162	167	329	300	74	374	234	405	639	102	79	181	11
Tennessee.....	56	76	132	44	37	81	187	386	573	66	106	172	.....
Alabama.....	72	58	130	46	33	79	79	208	287	39	41	80	63
Mississippi.....	131	188	319	127	132	259	88	179	267	53	82	135	.....
Louisiana.....	51	57	108	34	40	74	77	227	304	22	50	72	.....
Texas.....	386	494	880	255	212	467	412	976	1,388	165	274	439	38
Arkansas.....	114	162	276	47	26	73	109	195	304	63	91	154	.....
Oklahoma.....	32	56	88	41	33	74	24	46	70	14	25	39	.....
Indian Territory.....	3	4	7	5	1	6	7	11	18	.....	.....	.....	80
N. Central Division:													
Ohio.....	1,437	1,690	3,127	1,481	897	2,378	2,430	3,846	6,276	876	897	1,773	470
Indiana.....	650	781	1,431	793	391	1,184	1,345	2,071	3,416	549	566	1,115	187
Illinois.....	631	809	1,440	1,059	848	1,907	1,749	3,399	5,148	661	754	1,415	109
Michigan.....	311	443	754	991	1,374	2,365	1,248	2,023	3,271	492	572	1,064	.....
Wisconsin.....	288	419	707	426	271	697	990	1,591	2,581	383	430	813	32
Minnesota.....	111	194	305	787	881	1,668	637	1,108	1,745	422	527	949	15
Iowa.....	470	707	1,177	557	537	1,094	1,376	2,557	3,933	504	754	1,258	50
Missouri.....	286	464	750	441	348	789	705	1,579	2,284	225	350	575	110
North Dakota.....	12	32	44	45	46	91	65	115	180	33	42	75	.....
South Dakota.....	56	74	130	39	64	103	124	266	390	60	92	152	.....
Nebraska.....	230	402	632	264	216	480	829	1,521	2,350	304	365	669	310
Kansas.....	469	715	1,184	395	467	862	683	1,390	2,073	354	656	1,010	23
Western Division:													
Montana.....	84	165	249	20	14	34	50	118	168	17	43	60	120
Wyoming.....	6	6	12	5	7	12	13	33	46	7	8	15	.....
Colorado.....	132	150	282	274	265	539	238	409	647	140	138	278	471
New Mexico.....	24	27	51	16	4	20	14	12	26	6	5	11	70
Arizona.....	.....	.....	.....	8	6	14	7	7	14	5	5	10	10
Utah.....	21	43	64	44	22	66	33	94	127	4	7	11	.....
Nevada.....	13	31	44	13	6	19	17	53	70	11	19	30	.....
Idaho.....	15	18	33	9	5	14	24	38	62	17	21	41	70
Washington.....	126	269	395	180	124	304	185	336	521	86	97	183	153
Oregon.....	45	55	100	43	51	94	133	246	379	30	43	73	.....
California.....	256	384	640	908	897	1,805	646	1,071	1,717	435	574	1,009	65

TABLE 3.—Public high schools—Number of secondary students pursuing certain studies in 1901-2.

State or Territory.	Latin.			Greek.			French.					
	Schools re- porting.	Male.	Female.	Total.	Schools re- porting.	Male.	Female.	Total.	Schools re- porting.	Male.	Female.	Total.
United States	5,466	105,371	170,303	275,674	958	7,057	6,723	13,780	992	16,665	30,744	47,409
North Atlantic Division	1,395	32,758	52,385	85,138	612	5,090	4,366	9,456	681	12,998	21,255	34,253
South Atlantic Division	409	6,610	10,974	17,584	66	352	173	525	80	577	1,450	2,027
South Central Division	614	8,409	13,828	22,237	78	408	346	754	55	603	1,468	2,071
North Central Division	2,751	50,892	81,644	132,536	159	987	1,340	2,327	124	1,921	5,114	7,035
Western Division	297	6,707	11,472	18,179	43	220	498	718	52	566	1,457	2,023
North Atlantic Division:												
Maine	129	1,493	2,404	3,897	72	395	387	732	89	771	1,402	2,173
New Hampshire	56	804	1,253	2,057	29	118	157	275	47	514	844	1,358
Vermont	56	643	1,031	1,674	35	120	99	219	43	261	478	739
Massachusetts	239	6,675	10,491	17,166	156	1,509	1,457	2,966	220	6,528	9,487	16,015
Rhode Island	19	687	936	1,623	11	214	164	378	16	303	661	964
Connecticut	74	1,892	2,205	4,097	41	392	181	573	40	414	1,046	1,460
New York	386	11,520	18,236	29,756	177	1,647	1,320	2,967	182	3,453	5,761	9,214
New Jersey	78	2,125	3,517	5,642	22	168	145	313	25	238	674	912
Pennsylvania	358	6,914	12,312	19,226	69	527	506	1,033	19	516	902	1,418
South Atlantic Division:												
Delaware	12	357	579	936	1	5	20	25	1	5	29	25
Maryland	46	1,183	1,732	2,915	4	50	1	51	16	188	250	438
District of Columbia	4	461	828	1,289	4	71	28	99	4	99	316	415
Virginia	59	958	1,800	2,758	1	5	5	10	14	73	284	357
West Virginia	26	252	506	758	1	3	2	5				
North Carolina	28	453	610	1,063	4	14	1	15	3	8	16	24
South Carolina	87	1,095	1,664	2,759	16	44	30	74	18	150	142	292
Georgia	111	1,502	2,647	4,149	33	159	83	242	21	53	386	439
Florida	36	349	608	957	2	1	3	4	3	1	36	37
South Central Division:												
Kentucky	74	1,309	2,328	3,637	8	131	13	144	8	265	488	753
Tennessee	75	887	1,584	2,471	11	49	93	142	7	11	32	43
Alabama	63	721	1,286	2,007	10	43	39	82	16	41	160	201
Mississippi	81	839	1,284	2,123	24	66	34	100	1	1	0	1
Louisiana	39	491	670	1,161	5	23	27	50	13	234	698	932
Texas	204	3,093	5,123	8,216	16	75	116	191	9	45	81	126
Arkansas	55	682	986	1,668	3	11	12	23	1	6	9	15
Oklahoma	16	286	474	760	1	10	12	22				
Indian Territory	7	101	93	194								
North Central Division:												
Ohio	581	10,207	14,354	24,561	45	310	306	616	20	426	985	1,411
Indiana	365	7,255	10,392	17,647	7	33	32	65	5	64	125	189
Illinois	303	7,203	13,016	20,219	25	175	233	408	26	494	1,841	2,335
Michigan	225	3,984	6,330	10,314	28	110	145	255	34	342	887	1,229
Wisconsin	106	1,581	2,955	4,536	11	61	66	127	5	15	30	45
Minnesota	127	3,257	5,653	8,910	9	46	56	102	10	345	624	969
Iowa	230	5,265	8,828	14,093	9	27	42	69	5	39	96	135
Missouri	230	3,998	7,146	11,144	17	147	305	452	10	89	474	563
North Dakota	33	401	612	1,013					1	2	8	10
South Dakota	46	523	780	1,303	1	*	0	1	2	0	6	6
Nebraska	261	3,809	5,903	9,712	2	27	59	86	2	76	20	96
Kansas	194	3,409	5,675	9,084	5	50	96	146	4	29	18	47
Western Division:												
Montana	22	361	812	1,173	2	1	9	10	3	53	76	129
Wyoming	9	61	156	217					1	1	0	1
Colorado	44	1,383	2,158	3,496	11	74	141	215	5	53	308	361
New Mexico	7	65	72	137					2	8	4	12
Arizona	2	42	62	104	1	2	0	2	1	0	1	1
Utah	5	115	260	375	2	8	17	25	2	54	92	146
Nevada	10	108	192	300								
Idaho	6	123	125	248								
Washington	55	879	1,640	2,519	2	13	15	28	5	41	186	227
Oregon	22	340	496	836					1	2	3	5
California	115	3,275	5,499	8,774	25	122	316	438	32	354	787	1,141

TABLE 4.—Public high schools—Number of secondary students pursuing certain studies in 1901-2.

State or Territory.	German.				Algebra.				Geometry.			
	Schools re- porting.	Male.	Female.	Total.	Schools re- porting.	Male.	Female.	Total.	Schools re- porting.	Male.	Female.	Total.
United States	2,014	34,848	54,638	89,486	6,288	131,116	178,048	309,164	5,311	64,205	89,526	153,731
North Atlantic Division..	763	14,469	21,236	35,705	1,474	39,666	50,360	90,026	1,368	21,206	26,676	47,882
South Atlantic Division..	68	1,000	1,685	2,685	435	7,646	11,517	19,163	340	3,306	4,564	7,870
South Central Division..	73	991	1,514	2,415	702	11,908	16,856	28,763	383	4,573	7,474	12,047
North Central Division..	975	16,628	26,904	43,532	3,333	63,302	87,143	150,445	2,920	30,339	44,231	74,570
Western Division	135	1,850	3,299	5,149	344	8,594	12,178	20,767	300	4,781	6,581	11,362
North Atlantic Division:												
Maine	13	48	143	191	145	1,944	2,614	4,558	133	96	1,310	2,306
New Hampshire	14	76	112	188	58	826	1,045	1,871	54	539	605	1,144
Vermont	21	95	192	287	58	707	968	1,675	52	360	516	876
Massachusetts	119	1,725	3,324	5,049	244	8,322	9,015	17,337	231	5,359	5,250	10,609
Rhode Island	15	273	352	625	22	833	1,014	1,847	18	489	582	1,071
Connecticut	50	644	1,353	1,997	75	2,005	2,181	4,186	69	1,092	1,158	2,250
New York	338	7,206	8,890	16,105	391	12,715	15,952	28,667	378	7,022	9,330	16,352
New Jersey	65	1,678	2,690	4,368	93	3,176	4,316	7,492	87	1,183	2,012	3,195
Pennsylvania	128	2,724	4,171	6,895	388	9,138	13,255	22,393	346	4,166	5,913	10,079
South Atlantic Division:												
Delaware	4	6	36	42	12	335	534	869	12	120	215	335
Maryland	24	496	713	1,209	49	1,397	1,814	3,211	49	1,196	1,724	2,920
District of Columbia..	6	207	454	661	6	386	551	937	6	807	445	752
Virginia	17	155	350	505	64	1,122	1,815	2,937	44	392	635	1,027
West Virginia	5	35	85	120	28	449	601	1,050	26	127	331	458
North Carolina	1	8	9	17	30	452	690	1,052	17	175	197	372
South Carolina	5	82	7	89	92	1,233	1,857	3,090	65	225	456	681
Georgia	4	7	15	22	114	1,829	2,782	4,611	92	598	962	1,560
Florida	2	4	16	20	40	443	763	1,206	29	166	199	365
South Central Division:												
Kentucky	21	461	684	1,145	80	1,637	1,979	3,616	62	654	1,003	1,657
Tennessee	8	48	167	215	100	1,551	2,486	4,037	84	484	839	1,373
Alabama	7	23	60	83	73	1,151	1,638	2,789	63	513	672	1,185
Mississippi	2	2	8	10	89	1,115	1,665	2,780	63	285	405	690
Louisiana	1	1	1	1	41	759	1,021	1,780	35	227	698	920
Texas	28	323	502	825	236	4,338	6,357	10,695	22	2,019	3,272	5,291
Arkansas	2	24	58	82	60	1,024	1,244	2,268	39	288	406	694
Oklahoma	5	20	35	55	16	256	354	610	12	74	117	191
Indian Territory					7	77	111	188	3	29	17	46
North Central Division:												
Ohio	143	2,740	3,942	6,682	720	12,005	15,042	27,047	594	5,655	7,456	13,111
Indiana	90	1,783	2,539	4,322	382	7,080	9,308	16,388	334	3,462	4,643	8,105
Illinois	112	2,606	4,889	7,495	355	8,813	12,568	21,381	338	4,657	6,958	11,615
Michigan	151	2,267	3,687	5,954	297	6,694	8,977	15,671	281	2,686	3,896	6,582
Wisconsin	127	1,826	2,774	4,600	215	3,737	5,032	8,769	214	1,902	2,863	4,765
Minnesota	80	1,367	2,173	3,540	128	2,988	4,465	7,453	124	2,264	3,109	5,373
Iowa	89	1,278	2,418	3,696	346	6,707	9,366	16,073	312	2,948	4,472	7,420
Missouri	45	1,145	1,944	3,089	263	5,798	8,498	14,296	204	2,383	3,665	6,048
North Dakota	7	89	118	207	33	317	487	754	29	140	214	354
South Dakota	13	88	174	262	71	698	1,037	1,780	48	322	523	845
Nebraska	47	693	1,043	1,736	303	4,494	6,543	11,037	255	2,159	3,414	5,573
Kansas	71	746	1,203	1,949	220	3,976	5,820	9,796	187	1,761	3,018	4,779
Western Division:												
Montana	10	125	270	395	22	450	779	1,229	20	256	457	713
Wyoming	3	3	24	27	10	102	183	285	9	38	70	108
Colorado	34	553	1,022	1,575	47	1,398	1,965	3,363	45	980	1,242	2,222
New Mexico	2	17	3	20	8	128	121	249	8	55	36	91
Arizona	2	8	11	19	2	56	65	121	2	37	62	97
Utah	5	161	266	427	6	218	283	501	5	93	156	249
Nevada	1	6	9	15	10	139	218	357	10	68	138	206
Idaho	1	3	9	12	7	133	152	285	5	45	52	97
Washington	14	215	426	641	76	1,150	1,664	2,814	62	604	938	1,542
Oregon	6	74	197	271	39	798	1,131	1,929	19	277	364	641
California	57	685	1,062	1,747	117	4,022	5,612	9,634	115	2,340	3,091	5,431

TABLE 5.—Public high schools—Number of secondary students pursuing certain studies in 1901-2.

State or Territory.	Trigonometry.			Astronomy.			Physics.					
	Schools reporting.	Male.	Female.	Total.	Schools reporting.	Male.	Female.	Total.	Schools reporting.	Male.	Female.	Total.
United States	858	5,755	4,691	10,446	839	4,361	6,910	11,271	4,985	40,835	55,319	96,154
North Atlantic Division	272	2,095	1,392	3,487	350	1,902	3,202	5,104	1,183	13,090	16,617	29,907
South Atlantic Division	93	611	578	1,189	44	233	371	604	260	2,361	3,224	5,585
South Central Division	152	761	959	1,750	65	334	482	816	550	3,805	5,187	8,992
North Central Division	233	1,574	1,367	2,941	332	1,767	2,687	4,454	2,693	19,279	26,886	46,165
Western Division	108	714	365	1,079	18	125	168	293	249	2,300	3,205	5,505
North Atlantic Division:												
Maine	5	16	5	21	67	269	372	641	108	662	791	1,453
New Hampshire	6	43	8	51	22	78	129	207	45	378	357	735
Vermont					19	76	118	194	46	234	328	562
Massachusetts	38	378	59	437	95	412	978	1,390	206	3,557	3,743	7,300
Rhode Island	1	3	0	3	8	34	55	89	18	422	391	813
Connecticut	21	120	8	128	20	74	177	251	60	660	697	1,357
New York	123	736	859	1,595	90	590	607	1,199	288	3,722	5,080	8,802
New Jersey	22	134	88	222	18	135	287	422	83	896	1,316	2,206
Pennsylvania	54	665	365	1,030	41	234	477	711	329	2,565	4,114	6,679
South Atlantic Division:												
Delaware	1	13	0	13					11	120	202	322
Maryland	21	213	127	340	12	73	54	127	45	369	480	849
District of Columbia	5	110	22	132					6	327	371	698
Virginia	15	92	72	164	2	1	1	2	40	532	619	1,151
West Virginia	2	4	1	5	2	7	17	24	23	77	201	278
North Carolina	2	9	6	15	1	1	2	3	16	177	177	354
South Carolina	6	15	35	50	5	26	50	76	40	217	389	606
Georgia	32	123	257	380	14	92	182	274	57	405	604	1,009
Florida	9	32	38	70	8	33	65	98	22	137	181	318
South Central Division:												
Kentucky	29	258	222	480	14	81	129	210	53	622	590	1,212
Tennessee	12	28	35	63	8	19	27	46	63	283	482	765
Alabama	22	76	103	179	12	69	88	157	58	334	480	814
Mississippi	10	31	16	47	4	34	47	81	76	518	707	1,225
Louisiana	5	23	17	40	4	22	32	54	34	272	353	625
Texas	69	310	557	867	18	87	137	224	213	1,450	2,150	3,600
Arkansas	4	27	39	66	3	16	15	31	35	209	304	513
Oklahoma					2	6	7	13	14	87	95	182
Indian Territory	1	8	0	8					4	30	26	56
North Central Division:												
Ohio	66	434	367	801	121	536	840	1,376	550	3,676	4,714	8,390
Indiana	22	126	74	200	9	67	72	139	256	2,134	2,311	4,445
Illinois	27	247	154	401	51	303	582	885	331	2,833	3,808	6,641
Michigan	21	168	63	231	22	116	113	229	276	1,914	2,696	4,610
Wisconsin	3	64	52	116					208	1,196	1,780	2,976
Minnesota	4	58	11	69	11	76	91	167	90	1,094	1,382	2,476
Iowa	18	132	139	271	56	347	503	847	315	2,160	3,223	5,383
Missouri	39	184	341	525	15	82	122	204	159	1,313	1,947	3,260
North Dakota	1	0	2	2	1	4	5	9	24	88	125	213
South Dakota	3	16	14	30	7	46	64	110	47	226	310	536
Nebraska	21	102	116	218	11	64	92	156	244	1,312	2,056	3,368
Kansas	8	43	31	77	28	126	206	332	193	1,333	2,034	3,367
Western Division:												
Montana	2	20	16	36	1	14	4	18	19	124	194	318
Wyoming	1	4	1	5	1	5	6	11	8	28	61	89
Colorado	11	105	64	169	6	53	96	149	41	421	574	995
New Mexico	2	12	4	16					6	41	36	77
Arizona	2	7	5	12					1	10	7	17
Utah	4	37	23	60					1	68	78	146
Nevada	1	4	12	16	1	3	2	5	1	51	107	158
Idaho	2	10	10	20	2	10	10	19	6	40	48	88
Washington	6	56	30	86	2	7	18	25	38	291	418	709
Oregon	4	31	11	42	2	16	16	32	18	192	238	430
California	73	428	189	617	3	18	16	34	98	1,034	1,444	2,478

TABLE 6.—Public high schools—Number of secondary students pursuing certain studies in 1901-2.

State or Territory.	Chemistry.				Physical geography.				Geology.			
	Schools reporting.	Male.	Female.	Total.	Schools reporting.	Male.	Female.	Total.	Schools reporting.	Male.	Female.	Total.
United States	1,982	18,474	22,128	40,602	4,964	52,264	71,997	124,261	1,085	7,175	9,954	17,129
North Atlantic Division	688	6,810	7,743	14,553	1,138	12,400	17,436	29,836	515	3,489	4,657	8,146
South Atlantic Division	78	814	1,218	2,032	325	3,666	4,970	8,636	37	212	492	614
South Central Division	139	831	1,375	2,206	497	5,609	7,671	13,280	110	743	1,176	1,919
North Central Division	909	8,268	9,798	18,066	2,764	27,426	37,502	64,928	379	2,399	3,311	5,710
Western Division	168	1,751	1,994	3,745	240	3,163	4,418	7,581	44	332	408	740
North Atlantic Division:												
Maine	67	344	473	817	101	615	760	1,375	70	358	482	840
New Hampshire	32	195	199	394	36	263	242	505	18	81	116	197
Vermont	13	117	135	252	41	372	524	896	24	100	164	264
Massachusetts	181	2,093	2,440	4,533	137	1,299	1,528	2,827	93	464	758	1,222
Rhode Island	14	193	188	381	10	58	150	208	5	13	32	47
Connecticut	33	305	472	777	52	733	858	1,591	27	93	243	336
New York	181	2,092	2,040	4,132	342	4,376	6,265	10,641	180	1,120	1,404	2,524
New Jersey	53	577	765	1,342	64	958	1,372	2,330	29	169	336	505
Pennsylvania	109	894	1,031	1,925	352	3,726	5,737	9,463	69	1,089	1,122	2,211
South Atlantic Division:												
Delaware	3	39	75	114	10	159	246	405				
Maryland	8	160	17	177	44	733	685	1,418	1	34	0	34
District of Columbia	6	181	314	495	2	214	297	511				
Virginia	18	162	252	414	41	514	758	1,272	4	19	9	28
West Virginia	7	26	59	85	26	232	313	545	2	7	17	24
North Carolina	4	29	45	74	26	255	347	602	2	13	3	16
South Carolina	4	17	62	79	68	536	856	1,372	8	17	84	101
Georgia	21	138	304	442	76	772	1,095	1,867	13	65	223	288
Florida	7	62	90	152	32	251	393	644	7	57	66	123
South Central Division:												
Kentucky	19	217	321	538	51	584	526	1,060	9	62	118	180
Tennessee	10	46	83	129	48	487	825	1,312	45	211	347	558
Alabama	17	66	134	200	44	398	467	865	13	93	105	198
Mississippi	12	44	48	92	57	592	968	1,530	6	69	220	289
Louisiana	13	140	201	341	35	436	497	933	8	33	34	67
Texas	57	267	519	786	209	2,538	3,681	6,219	23	232	301	533
Arkansas	5	22	35	57	37	436	483	919	4	27	47	74
Oklahoma	4	13	23	36	12	151	207	358	1	0	4	4
Indian Territory	2	16	11	27	4	37	47	84	1	16	0	16
North Central Division:												
Ohio	135	1,304	1,363	2,667	595	5,297	6,783	12,080	95	538	649	1,187
Indiana	95	906	1,121	2,027	314	2,885	3,522	6,407	21	188	213	401
Illinois	133	1,327	1,471	2,798	299	4,436	6,352	10,988	38	299	524	828
Michigan	183	1,488	1,466	2,954	259	2,265	3,017	5,282	59	282	402	684
Wisconsin	25	261	268	529	213	2,677	3,769	6,446	5	26	21	47
Minnesota	83	767	831	1,598	42	374	494	868	14	115	150	265
Iowa	55	624	675	1,299	294	2,928	3,938	6,866	53	367	476	843
Missouri	54	631	1,056	1,687	220	2,000	2,793	4,793	22	183	268	451
North Dakota	4	22	25	47	16	85	119	204	2	10	16	26
South Dakota	15	105	142	247	63	475	698	1,173	11	65	65	130
Nebraska	69	452	758	1,210	266	2,127	3,089	5,216	17	113	240	353
Kansas	58	481	622	1,103	183	1,877	2,728	4,605	42	213	282	495
Western Division:												
Montana	4	52	54	106	19	170	274	444	7	33	25	58
Wyoming	4	23	31	54	8	44	97	141	1	6	7	13
Colorado	34	329	458	787	32	679	968	1,647	20	195	264	459
New Mexico	3	21	14	35	7	55	62	117	2	11	6	17
Arizona	2	9	9	18	2	23	28	51				
Utah	2	40	35	75	5	74	104	178	1	0	7	7
Nevada	9	57	96	153	8	82	102	184	2	11	21	32
Idaho	2	10	9	19	6	77	78	155	3	13	13	26
Washington	14	109	121	230	71	607	889	1,496	3	30	44	74
Oregon	5	122	160	282	38	484	659	1,143	4	19	18	37
California	89	979	1,007	1,986	44	868	1,157	2,025	1	14	3	17

TABLE 7.—Public high schools—Number of secondary students pursuing certain studies in 1901-2.

State or Territory.	Physiology.				Psychology.				Rhetoric.			
	Schools re- porting.	Male.	Female.	Total.	Schools re- porting.	Male.	Female.	Total.	Schools re- porting.	Male.	Female.	Total.
United States	4,444	57,357	79,759	137,116	811	3,380	6,750	10,130	5,482	93,738	142,299	236,037
North Atlantic Division	1,029	18,474	26,193	44,667	159	533	2,002	2,535	1,276	30,221	45,432	75,653
South Atlantic Division	303	3,413	5,058	8,471	49	212	375	587	362	3,717	7,205	10,922
South Central Division	577	7,604	9,962	17,566	143	724	1,128	1,852	616	6,694	11,265	17,963
North Central Division	2,408	26,483	36,502	62,987	431	1,786	3,015	4,801	2,930	16,044	67,085	113,129
Western Division	127	1,381	2,044	3,425	25	125	230	355	293	7,062	11,308	18,370
North Atlantic Division:												
Maine	87	573	712	1,285	16	82	103	185	124	1,300	1,825	3,125
New Hampshire	26	225	256	481	5	8	17	25	52	738	961	1,699
South Atlantic Division	26	183	245	428	17	30	122	152	54	524	785	1,309
Vermont	147	2,050	3,450	5,500	28	39	98	137	217	8,363	11,194	19,557
Massachusetts	8	38	76	114	2	0	27	27	19	822	1,195	2,017
Rhode Island	36	209	408	617	3	16	38	54	70	2,039	2,476	4,515
Connecticut	375	9,681	12,266	21,947	60	162	1,155	1,317	319	9,841	14,921	24,762
New York	50	1,061	1,565	2,626	4	2	68	70	88	2,118	3,252	5,370
New Jersey	274	4,454	7,215	11,669	44	194	374	568	383	4,476	8,823	13,299
Pennsylvania												
South Atlantic Division:												
Delaware	9	236	492	728	3	4	15	19	11	170	257	427
Maryland	38	570	678	1,248	3	24	32	56	40	467	1,168	1,635
District of Columbia	1	63	153	216					3	473	1,080	1,553
Virginia	41	386	626	1,012	1	0	30	30	52	626	994	1,620
West Virginia	19	180	255	435	5	16	34	50	26	174	340	514
North Carolina	25	283	365	648	3	17	14	31	22	184	289	473
South Carolina	61	543	925	1,468	5	11	56	67	79	450	752	1,202
Georgia	81	863	1,090	1,953	11	71	89	160	95	883	1,879	2,762
Florida	28	289	474	763	18	69	105	174	34	290	446	736
South Central Division:												
Kentucky	68	818	1,024	1,842	26	185	273	464	74	995	1,732	2,728
Tennessee	83	826	1,275	2,101	8	22	26	48	90	728	1,259	1,987
Alabama	61	804	975	1,779	14	78	80	158	51	645	1,112	1,757
Mississippi	78	908	1,403	2,311	8	34	58	92	73	619	1,079	1,698
Louisiana	31	524	597	1,121	4	10	10	20	39	511	966	1,477
Texas	192	2,820	3,675	6,495	67	340	604	944	215	2,631	4,172	6,803
Arkansas	51	726	802	1,528	6	27	23	50	55	377	648	1,025
Oklahoma	7	88	102	185	7	17	33	50	15	163	235	398
Indian Territory	6	95	109	204	3	11	15	26	4	25	65	90
North Central Division:												
Ohio	608	6,514	8,070	14,584	77	341	504	845	608	7,348	9,655	17,003
Indiana	145	1,270	1,705	2,975	38	194	325	519	341	6,902	9,517	16,479
Illinois	299	4,645	6,801	11,446	16	69	130	199	326	8,134	12,622	20,756
Michigan	250	2,283	3,286	5,569	29	99	179	278	273	4,236	5,870	10,106
Wisconsin	212	1,904	2,655	4,559	151	515	826	1,341	171	2,194	3,063	5,257
Minnesota	68	556	925	1,481	1	18	19	37	109	3,027	4,515	7,542
Iowa	251	2,831	3,740	6,571	14	48	97	145	326	4,237	6,307	10,544
Missouri	168	2,412	3,511	5,923	41	200	361	561	233	3,551	5,988	9,539
North Dakota	17	117	160	277	3	6	15	24	31	221	339	560
South Dakota	44	381	578	959	5	24	37	61	62	427	632	1,059
Nebraska	196	1,828	2,510	4,338	4	12	20	32	247	3,160	4,690	7,850
Kansas	150	1,744	2,561	4,305	52	260	499	759	203	2,547	3,887	6,434
Western Division:												
Montana	20	178	297	475					20	435	774	1,209
Wyoming	7	56	92	148					9	57	85	142
Colorado	20	211	307	518	10	51	101	152	40	1,180	1,618	2,798
New Mexico	6	23	40	63	3	16	10	26	7	45	49	94
Arizona	2	7	21	28					2	38	48	86
Utah	5	72	96	168	4	27	43	70	6	223	305	528
Nevada	8	72	114	186	2	6	13	19	9	79	147	226
Idaho	6	75	85	160					7	79	101	180
Washington	26	233	382	615	8	21	52	73	65	825	1,419	2,244
Oregon	17	251	327	578	1	2	6	8	32	392	605	997
California	10	203	283	486	1	2	5	7	101	3,709	6,157	9,866

TABLE 8.—Public high schools—Number of secondary students pursuing certain studies in 1901-2.

State or Territory.	English literature.			History.			Civics.					
	Schools reporting.	Male.	Female.	Total.	Schools reporting.	Male.	Female.	Total.	Schools reporting.	Male.	Female.	Total.
United States	5,311	103,893	155,254	259,147	5,503	86,825	123,578	210,403	5,048	46,848	64,078	110,921
N. Atlantic Division	1,270	39,152	54,524	93,650	1,288	23,867	42,841	72,708	1,229	13,022	17,297	30,319
S. Atlantic Division	315	5,231	8,927	14,158	366	5,070	8,769	13,839	249	2,658	3,027	5,685
S. Central Division	500	5,791	9,520	15,611	563	6,723	11,211	17,934	525	5,241	7,104	12,345
N. Central Division	2,915	44,574	67,538	112,172	2,965	38,373	56,180	94,558	2,896	24,333	33,518	57,901
Western Division	307	9,165	14,385	23,550	321	6,787	10,377	17,364	239	2,139	3,132	5,271
N. Atlantic Division:												
Maine	12	1,561	2,242	3,803	116	1,465	1,893	3,354	108	604	865	1,469
New Hampshire	52	737	1,157	1,894	52	639	937	1,576	37	191	216	407
Vermont	51	457	691	1,148	52	563	730	1,293	47	343	448	791
Massachusetts	236	12,317	16,574	28,891	230	8,142	10,811	18,953	184	1,953	2,423	4,376
Rhode Island	21	1,265	1,894	3,159	22	657	913	1,570	16	209	370	579
Connecticut	72	2,834	3,535	6,369	71	1,642	2,191	3,833	56	415	541	955
New York	279	11,651	15,745	27,396	349	9,750	13,527	23,277	358	4,625	5,662	10,287
New Jersey	86	2,470	4,107	6,577	87	2,138	3,376	5,514	71	950	1,141	2,091
Pennsylvania	349	5,440	8,579	14,419	309	4,178	8,457	13,328	352	3,732	5,631	9,363
S. Atlantic Division:												
Delaware	10	88	207	295	12	162	287	449	12	80	155	235
Maryland	48	1,466	2,009	3,475	44	1,085	1,519	2,604	39	429	724	1,153
Dist. Columbia	7	1,231	2,025	3,256	7	440	860	1,300	1	22	61	83
Virginia	44	576	1,014	1,590	54	885	1,578	2,463	38	352	403	755
West Virginia	25	209	432	641	27	259	467	726	27	181	309	490
North Carolina	22	426	567	993	26	360	452	812	20	196	256	452
South Carolina	58	407	1,008	1,415	76	683	1,189	1,872	49	323	494	817
Georgia	72	614	1,850	2,464	88	908	1,913	2,821	34	297	340	637
Florida	27	214	315	529	32	288	504	792	29	178	285	463
S. Central Division:												
Kentucky	64	1,052	1,313	2,365	65	851	1,629	2,480	67	606	703	1,312
Tennessee	64	572	1,110	1,682	67	726	1,158	1,924	67	481	645	1,126
Alabama	47	423	996	1,419	47	546	960	1,506	35	327	397	724
Mississippi	66	705	1,080	1,785	68	647	1,049	1,636	67	659	1,043	1,702
Louisiana	40	554	892	1,446	34	566	1,014	1,520	27	207	418	625
Texas	162	1,703	3,172	4,875	221	2,790	4,379	7,169	197	2,187	2,969	5,147
Arkansas	45	631	970	1,601	45	459	737	1,196	45	513	618	1,131
Oklahoma	14	127	177	304	12	149	198	347	15	190	255	445
Indian Territory	4	24	110	134	4	49	47	96	5	71	62	133
N. Central Division:												
Ohio	599	9,124	12,344	21,468	611	6,441	8,920	15,361	640	4,810	6,257	11,067
Indiana	357	6,685	8,978	15,663	347	5,238	7,195	12,433	246	1,889	2,483	4,372
Illinois	331	9,209	15,332	24,541	340	5,448	8,695	14,143	279	2,670	3,801	6,471
Michigan	268	3,199	4,814	8,013	285	4,426	6,181	10,607	269	2,281	3,229	5,510
Wisconsin	198	2,807	4,287	7,094	211	2,157	3,187	5,344	209	1,729	2,566	4,295
Minnesota	106	1,536	2,520	4,056	111	2,532	3,717	6,249	83	725	904	1,629
Iowa	309	4,253	6,891	11,144	323	3,979	5,884	9,863	302	3,259	4,311	7,570
Missouri	232	2,493	4,213	6,706	243	3,260	5,682	8,322	212	2,036	2,907	4,943
North Dakota	29	254	389	643	25	167	287	454	26	147	179	326
South Dakota	61	402	581	983	52	445	661	1,106	61	429	623	1,052
Nebraska	229	2,328	3,810	6,338	228	2,347	3,461	5,808	281	2,182	3,015	5,197
Kansas	196	2,084	3,439	5,523	189	1,938	2,930	4,868	198	2,226	3,243	5,469
Western Division:												
Montana	18	300	528	828	26	423	670	1,092	17	109	175	284
Wyoming	9	54	108	162	8	47	104	151	10	43	90	133
Colorado	45	1,413	2,244	3,657	48	1,806	1,810	3,116	28	331	476	807
New Mexico	5	45	60	105	7	73	65	138	6	37	33	70
Arizona	2	64	73	137	2	21	25	46	1	3	12	15
Utah	4	185	256	441	5	105	227	332	6	50	80	130
Nevada	9	115	194	309	10	107	180	287	10	79	126	205
Idaho	6	94	106	200	7	70	103	173	6	103	113	216
Washington	66	1,056	1,762	2,818	64	640	1,059	1,699	30	230	330	560
Oregon	29	508	875	1,383	39	617	1,001	1,618	18	192	359	551
California	114	5,331	8,179	13,510	116	3,379	5,333	8,712	107	962	1,338	2,300

TABLE 9.—*Public high schools—Proportion of male and female students, per cent of students pursuing certain courses, per cent of graduates, etc., in 1901-2.*

State or Territory.	Total secondary students.	Per cent of total number.					Per cent of graduates prepared for college.
		Male.	Female.	College classical preparatory students.	College scientific preparatory students.	Graduates in 1902.	
United States.....	550,611	41.21	58.79	5.59	5.07	12.03	31.72
North Atlantic Division.....	181,031	41.92	58.08	7.29	5.05	12.07	28.07
South Atlantic Division.....	27,961	39.43	60.57	6.38	2.62	11.23	32.62
South Central Division.....	40,454	40.66	59.34	5.61	3.68	9.52	33.04
North Central Division.....	266,450	41.18	58.82	4.33	5.11	12.63	32.30
Western Division.....	34,715	39.80	60.20	5.39	8.41	10.88	45.57
North Atlantic Division:							
Maine.....	8,868	42.58	57.42	9.19	3.82	13.67	25.66
New Hampshire.....	3,795	42.74	57.26	8.25	8.14	14.57	37.07
Vermont.....	3,697	42.22	57.78	6.09	8.93	14.25	35.29
Massachusetts.....	39,251	43.80	56.20	11.92	5.61	14.47	29.64
Rhode Island.....	3,684	41.37	58.63	17.21	3.85	10.45	42.34
Connecticut.....	8,679	43.65	56.35	8.24	6.34	13.79	27.15
New York.....	66,735	42.64	57.36	5.45	5.26	8.71	31.92
New Jersey.....	12,075	40.39	59.61	4.55	5.88	11.83	22.53
Pennsylvania.....	34,247	38.22	61.78	4.76	3.05	14.75	21.41
South Atlantic Division:							
Delaware.....	1,057	39.23	60.72	2.76	2.43	13.62	8.11
Maryland.....	4,508	43.23	56.77	2.66	1.69	10.89	19.14
District of Columbia.....	3,339	37.86	62.14	5.99	6.35	14.85	12.10
Virginia.....	4,122	37.87	62.13	4.22	1.48	10.53	29.03
West Virginia.....	1,727	36.81	63.69	2.84	2.78	13.95	26.97
North Carolina.....	1,339	43.91	56.09	11.73	3.06	11.05	58.78
South Carolina.....	3,980	40.05	59.95	9.60	1.51	11.06	56.36
Georgia.....	5,958	38.45	61.55	10.32	2.43	10.41	45.00
Florida.....	1,901	38.03	61.97	3.00	3.26	6.37	43.80
South Central Division:							
Kentucky.....	5,390	41.78	58.22	6.10	6.94	11.86	28.23
Tennessee.....	5,233	38.14	61.86	2.52	1.55	10.95	30.02
Alabama.....	3,780	39.55	60.45	3.44	2.09	7.59	27.87
Mississippi.....	3,691	40.83	59.12	3.64	7.02	7.23	50.55
Louisiana.....	3,008	41.52	58.48	8.59	2.46	10.11	23.68
Texas.....	15,080	40.86	59.14	5.84	3.10	9.20	31.63
Arkansas.....	2,933	42.55	57.45	9.41	2.49	10.36	50.66
Oklahoma.....	1,003	38.88	61.12	8.77	7.38	6.98	55.71
Indian Territory.....	336	44.64	55.36	2.03	1.79	5.36	0.00
North Central Division:							
Ohio.....	46,966	43.77	56.23	6.66	5.06	13.36	28.25
Indiana.....	27,281	41.99	58.01	5.25	4.34	12.52	32.64
Illinois.....	41,677	38.87	61.13	3.46	4.58	12.35	27.49
Michigan.....	29,158	42.12	57.88	2.59	8.11	11.22	32.53
Wisconsin.....	19,723	41.59	58.41	3.58	3.53	13.09	31.50
Minnesota.....	14,822	40.88	59.62	2.06	11.25	11.77	54.38
Iowa.....	29,018	41.46	58.54	4.06	3.77	13.55	31.99
Missouri.....	21,186	38.94	61.06	3.54	3.72	10.78	25.18
North Dakota.....	1,503	42.71	57.29	2.93	6.05	11.98	41.67
South Dakota.....	3,090	40.55	59.45	4.21	3.33	12.62	38.97
Nebraska.....	16,143	40.94	59.06	3.92	2.97	14.56	28.47
Kansas.....	15,853	39.48	60.52	7.45	5.43	13.05	48.72
Western Division:							
Montana.....	2,047	35.91	64.09	12.15	1.66	8.21	35.71
Wyoming.....	434	36.64	63.36	2.76	2.76	10.60	32.61
Colorado.....	6,135	39.97	60.03	4.60	8.79	10.55	42.97
New Mexico.....	399	52.80	47.70	13.82	5.42	7.05	42.31
Arizona.....	188	45.74	54.26	0.00	7.45	7.45	71.43
Utah.....	1,294	39.88	60.12	4.95	5.10	9.81	8.66
Nevada.....	487	40.66	59.34	9.03	3.90	14.37	42.86
Idaho.....	484	47.11	52.89	6.82	2.89	12.81	66.13
Washington.....	4,816	38.62	61.38	8.20	6.31	10.82	35.12
Oregon.....	2,700	40.11	59.89	3.70	3.43	14.04	19.26
California.....	15,761	40.01	59.99	4.06	11.45	10.89	58.77

TABLE 10.—Public high schools—Percentages of secondary students pursuing certain studies in 1901-2.

State or Territory.	Per cent of total secondary students.								
	Latin.	Greek.	French.	German.	Algebra.	Geometry.	Trigonometry.	Astronomy.	Physics.
United States.....	50.07	2.50	8.61	16.25	56.15	27.92	1.90	2.05	17.48
North Atlantic Division	47.03	5.22	18.92	19.72	49.73	26.45	1.93	2.82	16.52
South Atlantic Division	62.89	1.88	7.25	9.60	68.53	28.15	4.25	2.16	19.97
South Central Division	54.97	1.86	5.12	5.97	71.10	29.78	4.33	2.02	22.23
North Central Division	49.74	0.87	2.64	16.34	56.46	27.99	1.10	1.67	17.33
Western Division	52.37	2.07	5.83	14.83	59.82	32.73	3.11	0.84	15.86
North Atlantic Division:									
Maine	43.94	8.25	24.50	2.15	51.40	26.09	0.24	7.23	16.38
New Hampshire	54.20	7.25	35.78	4.95	49.30	30.14	1.34	5.45	19.37
Vermont	45.28	5.92	19.99	7.76	45.31	23.69	0.00	5.25	15.20
Massachusetts	43.73	7.56	40.80	12.86	44.17	27.03	1.11	3.54	18.60
Rhode Island	44.06	10.26	26.17	16.96	50.14	29.07	0.08	2.42	22.07
Connecticut	47.21	6.60	16.82	23.01	48.23	25.92	1.47	2.89	15.64
New York	44.59	4.45	13.81	24.13	42.96	24.50	2.39	1.80	13.19
New Jersey	46.72	2.59	7.55	36.17	62.05	26.46	1.84	3.49	18.27
Pennsylvania	56.14	3.02	4.14	20.13	65.39	29.43	3.01	2.08	19.50
South Atlantic Division:									
Delaware	86.11	2.30	2.30	3.86	79.94	30.82	1.20	0.00	29.62
Maryland	64.66	1.13	9.72	26.82	71.23	51.46	7.54	2.82	18.83
District of Columbia	38.60	2.96	12.43	19.80	28.06	22.52	3.95	0.00	20.90
Virginia	66.91	0.24	8.66	12.25	71.25	24.92	3.98	0.05	27.92
West Virginia	43.89	0.29	0.00	6.95	72.38	26.52	0.29	1.39	16.10
North Carolina	79.39	1.12	1.79	1.27	78.57	27.78	1.12	0.22	26.44
South Carolina	69.32	1.86	7.34	2.24	77.64	17.11	1.26	1.91	15.23
Georgia	69.64	4.06	7.37	0.37	77.39	26.18	6.38	4.60	16.94
Florida	50.34	0.21	1.95	1.05	63.44	19.20	4.73	5.16	16.73
South Central Division:									
Kentucky	67.48	2.67	13.97	21.24	67.09	30.74	8.91	3.90	22.49
Tennessee	47.22	2.71	0.82	4.11	77.15	26.24	1.20	0.88	14.62
Alabama	53.10	2.17	5.32	2.20	73.78	31.35	4.74	4.15	21.53
Mississippi	57.52	2.71	0.03	0.27	75.32	18.69	1.27	2.19	33.19
Louisiana	38.60	1.66	30.98	0.00	59.18	30.59	1.33	1.80	20.78
Texas	54.48	1.27	0.84	5.47	70.92	35.09	5.75	1.49	23.87
Arkansas	56.87	0.78	0.51	2.80	77.33	23.66	2.25	1.06	17.49
Oklahoma	75.77	2.19	0.00	5.48	60.82	19.04	0.00	1.30	18.15
Indian Territory	57.74	0.00	0.00	0.00	55.95	13.69	2.38	0.00	16.67
North Central Division:									
Ohio	52.30	1.31	3.00	14.23	57.59	27.92	1.71	2.93	17.86
Indiana	64.69	0.24	0.69	15.84	60.07	29.71	0.73	0.51	18.13
Illinois	48.51	0.98	5.60	17.98	51.80	27.87	0.96	2.12	15.93
Michigan	35.37	0.87	4.21	20.42	53.75	22.57	0.79	0.79	15.81
Wisconsin	23.00	0.64	0.23	23.32	44.46	24.16	0.59	0.00	15.09
Minnesota	60.11	0.69	6.54	23.88	50.28	36.25	0.47	1.12	16.70
Iowa	48.57	0.24	0.47	12.74	55.39	25.57	0.93	2.92	18.55
Missouri	52.60	2.13	2.66	14.58	67.48	28.55	2.48	0.96	15.39
North Dakota	67.40	0.00	0.67	13.77	59.17	23.55	0.13	0.60	14.17
South Dakota	42.17	0.03	0.19	8.43	57.61	27.35	0.97	3.56	17.35
Nebraska	60.16	0.53	0.59	10.75	68.37	34.52	1.35	0.97	20.86
Kansas	57.19	0.92	0.30	12.27	61.68	30.09	0.48	2.09	21.20
Western Division:									
Montana	57.30	0.49	6.30	19.30	60.04	34.83	1.76	0.88	15.53
Wyoming	50.00	0.00	0.23	6.22	65.67	24.88	1.15	2.53	20.51
Colorado	56.98	3.50	5.88	25.67	54.82	36.22	2.75	2.43	16.22
New Mexico	37.13	0.00	3.25	5.42	67.48	24.66	4.34	0.00	20.87
Arizona	55.32	1.06	0.53	10.11	64.26	32.98	6.33	0.00	9.04
Utah	28.93	1.93	11.28	33.00	38.72	19.24	4.64	0.00	11.28
Nevada	61.60	0.00	0.00	3.08	73.31	42.30	3.29	1.63	32.44
Idaho	51.24	0.00	0.00	2.48	58.83	20.04	4.13	3.93	18.18
Washington	52.30	0.58	4.71	13.31	58.43	32.02	1.79	0.52	14.72
Oregon	30.96	0.00	0.19	10.04	71.44	23.74	1.56	1.19	15.93
California	55.67	2.78	7.24	11.08	61.13	34.46	3.91	0.22	15.72

TABLE 11.—Public high schools—Percentages of secondary students pursuing certain studies in 1901-2.

State or Territory.	Per cent of total secondary students.								
	Chem-istry.	Physi-cal geog-raphy.	Geol-ogy.	Physi-ology.	Psy-chol-ogy.	Rhet-oric.	Eng-lish litera-ture.	His-tory.	Civics.
United States.....	7.37	22.57	3.11	24.90	1.84	42.87	47.07	39.30	20.15
North Atlantic Division.....	8.04	16.48	4.50	24.67	1.40	41.79	51.73	40.16	16.75
South Atlantic Division.....	7.27	30.89	2.20	30.30	2.10	39.06	50.63	49.49	18.19
South Central Division.....	5.45	32.83	4.74	43.42	4.58	44.40	38.59	44.33	30.52
North Central Division.....	6.78	24.37	2.14	23.64	1.80	42.46	42.10	35.49	21.73
Western Division.....	10.79	21.84	2.13	9.87	1.62	52.62	67.84	50.02	15.18
North Atlantic Division:									
Maine.....	9.21	15.51	9.47	14.49	2.09	35.24	42.88	37.93	16.57
New Hampshire.....	10.38	13.31	5.19	12.67	0.66	44.77	49.91	41.53	10.72
Vermont.....	6.82	24.24	7.14	11.58	4.11	35.41	31.05	34.97	21.40
Massachusetts.....	11.55	7.20	3.11	14.01	0.35	49.83	73.61	48.29	11.15
Rhode Island.....	10.34	5.65	1.28	3.99	0.73	54.75	85.75	42.62	15.72
Connecticut.....	8.95	18.33	3.87	7.11	0.62	52.02	73.38	44.16	11.02
New York.....	6.19	15.95	3.78	32.89	1.97	37.10	41.05	34.88	15.41
New Jersey.....	11.11	19.30	4.18	21.75	0.58	44.47	54.47	45.66	17.32
Pennsylvania.....	5.02	27.03	6.46	34.07	1.66	38.83	42.10	38.92	27.34
South Atlantic Division:									
Delaware.....	10.49	37.23	0.00	66.97	1.75	39.58	27.14	41.31	21.62
Maryland.....	3.33	31.46	0.75	27.68	1.24	36.27	77.09	57.76	25.58
District of Columbia.....	14.82	15.30	0.00	6.47	0.00	46.51	97.51	38.93	2.49
Virginia.....	10.04	30.86	0.68	24.55	0.73	39.30	37.57	59.75	18.32
West Virginia.....	4.92	31.56	1.39	25.19	2.90	29.76	38.12	42.04	28.37
North Carolina.....	5.53	34.97	1.19	48.39	2.32	35.82	74.16	60.04	33.76
South Carolina.....	1.98	44.46	2.54	36.88	1.63	30.20	35.55	47.04	20.53
Georgia.....	7.42	31.34	4.83	32.78	2.69	46.76	32.93	47.35	10.69
Florida.....	8.00	33.88	6.47	40.14	9.15	38.72	27.83	41.66	24.36
South Central Division:									
Kentucky.....	9.98	19.67	3.34	34.17	8.61	50.61	43.88	46.01	24.34
Tennessee.....	2.47	25.07	10.66	40.15	0.92	37.97	32.14	36.77	21.52
Alabama.....	5.29	22.88	5.24	47.06	4.18	46.48	27.54	39.84	19.15
Mississippi.....	2.49	41.45	7.83	62.61	2.49	46.00	48.36	45.95	46.11
Louisiana.....	11.34	31.02	2.23	37.27	0.66	49.10	48.07	50.53	20.78
Texas.....	5.21	41.24	3.53	43.07	6.26	45.11	32.33	47.54	34.13
Arkansas.....	1.94	31.33	2.52	52.10	1.70	34.95	54.59	40.78	38.56
Oklahoma.....	3.59	35.69	0.40	18.44	4.99	39.63	30.31	34.60	44.37
Indian Territory.....	8.04	25.00	4.76	60.71	7.74	26.79	39.88	28.57	39.58
North Central Division:									
Ohio.....	5.63	25.72	2.53	31.05	1.80	36.20	45.71	32.71	23.56
Indiana.....	7.43	23.49	1.47	10.91	1.90	60.40	57.41	45.57	16.03
Illinois.....	6.71	26.36	1.99	27.46	0.48	49.80	58.88	33.93	15.53
Michigan.....	10.13	18.12	2.35	19.10	0.95	34.66	27.48	36.38	18.90
Wisconsin.....	2.68	32.68	0.24	23.12	6.80	26.65	35.97	27.10	21.78
Minnesota.....	10.78	5.86	1.79	9.99	0.25	50.88	27.36	42.16	10.99
Iowa.....	4.13	23.66	2.91	22.64	0.50	36.34	38.40	33.99	26.09
Missouri.....	7.96	22.62	2.13	27.96	2.65	45.03	31.65	39.28	23.33
North Dakota.....	3.13	13.57	1.73	18.43	1.60	37.26	42.78	30.21	21.69
South Dakota.....	7.99	37.96	4.21	31.04	1.97	34.27	31.81	35.79	34.05
Nebraska.....	7.50	32.31	2.19	26.87	0.20	48.63	39.26	35.98	32.19
Kansas.....	6.94	28.99	3.12	27.10	4.78	40.51	34.77	30.65	34.43
Western Division:									
Montana.....	5.18	21.69	2.83	23.20	0.60	59.06	40.45	53.35	13.87
Wyoming.....	12.44	32.49	3.00	34.10	0.00	32.72	37.33	34.79	30.65
Colorado.....	12.83	26.85	7.48	8.44	2.48	45.61	59.61	50.79	13.15
New Mexico.....	9.49	31.71	4.61	17.07	7.05	25.47	28.46	37.40	18.97
Arizona.....	9.57	27.13	0.00	14.89	0.00	45.74	72.87	24.47	7.98
Utah.....	5.80	13.76	0.54	12.98	5.41	40.80	34.08	25.66	10.05
Nevada.....	31.42	37.78	6.57	38.19	3.90	46.41	63.45	58.93	42.09
Idaho.....	3.93	32.02	5.37	33.06	0.00	37.19	41.32	35.74	44.63
Washington.....	4.78	31.06	1.54	12.77	1.52	46.59	58.51	35.28	11.63
Oregon.....	10.44	42.33	1.37	21.41	0.30	36.93	51.22	59.93	20.41
California.....	12.60	12.85	0.11	3.08	0.04	62.60	85.72	55.28	14.59

TABLE 12.—Statistics of public high schools in cities of 8,000 population and over, 1901-2.

State or Territory.	Schools.	Secondary instructors.			Secondary students.		
		Male.	Female.	Total.	Male.	Female.	Total.
United States.....	726	3,579	5,351	8,930	103,185	152,523	255,708
North Atlantic Division.....	284	1,548	2,431	3,979	47,259	64,759	112,018
South Atlantic Division.....	59	217	315	532	4,706	8,388	13,094
South Central Division.....	84	217	250	467	4,530	8,662	13,192
North Central Division.....	258	1,353	2,015	3,368	39,954	60,050	100,014
Western Division.....	41	244	340	584	6,726	10,664	17,390
North Atlantic Division:							
Maine.....	8	26	46	72	820	1,156	1,976
New Hampshire.....	9	23	48	71	737	1,065	1,802
Vermont.....	3	11	18	29	294	413	712
Massachusetts.....	81	470	695	1,165	12,979	16,056	29,035
Rhode Island.....	12	66	82	148	1,320	1,836	3,156
Connecticut.....	19	85	169	254	2,770	3,254	6,124
New York.....	65	463	798	1,261	18,002	23,507	41,509
New Jersey.....	28	133	231	364	3,584	5,285	8,869
Pennsylvania.....	59	271	344	615	6,733	12,082	18,835
South Atlantic Division:							
Delaware.....	1	6	16	22	279	402	681
Maryland.....	11	55	50	105	1,115	1,373	2,488
District of Columbia.....	7	76	96	172	1,264	2,075	3,339
Virginia.....	14	29	57	86	888	1,769	2,657
West Virginia.....	6	9	16	25	243	462	705
North Carolina.....	4	6	9	15	165	220	385
South Carolina.....	5	15	19	34	280	587	867
Georgia.....	7	14	41	55	340	1,187	1,527
Florida.....	4	7	11	18	132	313	445
South Central Division:							
Kentucky.....	18	57	59	116	1,168	1,787	2,955
Tennessee.....	14	28	42	70	693	1,618	2,311
Alabama.....	7	12	19	31	272	584	856
Mississippi.....	3	4	8	12	123	324	447
Louisiana.....	5	19	34	53	350	767	1,117
Texas.....	26	73	65	138	1,493	2,778	4,271
Arkansas.....	7	17	16	33	334	574	908
Oklahoma.....	4	7	7	14	97	230	327
Indian Territory.....							
North Central Division:							
Ohio.....	52	270	338	608	8,069	10,646	18,715
Indiana.....	34	170	174	344	4,204	6,288	10,492
Illinois.....	48	319	417	736	8,026	13,699	21,725
Michigan.....	32	144	278	422	5,125	7,118	12,243
Wisconsin.....	24	99	159	258	2,844	3,885	6,729
Minnesota.....	14	77	172	249	2,928	4,261	7,189
Iowa.....	23	88	183	271	2,884	4,385	7,269
Missouri.....	15	119	149	268	2,994	5,260	8,254
North Dakota.....	1	5	6	11	116	140	256
South Dakota.....	1	2	5	7	97	169	266
Nebraska.....	3	22	68	90	1,220	1,739	2,959
Kansas.....	11	38	66	104	1,457	2,460	3,917
Western Division:							
Montana.....	4	13	27	40	350	715	1,065
Wyoming.....	1	1	4	5	38	58	96
Colorado.....	9	60	75	135	1,325	1,981	3,256
New Mexico.....							
Arizona.....							
Utah.....	2	19	21	40	450	670	1,120
Nevada.....							
Idaho.....							
Washington.....	5	32	48	80	910	1,576	2,516
Oregon.....	2	11	15	26	375	657	1,032
California.....	18	108	150	258	3,248	5,057	8,305

TABLE 13.—Statistics of public high schools outside of cities of 8,000 population and over, 1901-2.

State or Territory.	Schools.	Secondary instructors.			Secondary students.		
		Male.	Female.	Total.	Male.	Female.	Total.
United States.....	5,566	7,379	6,106	13,485	123,729	171,174	294,903
North Atlantic Division.....	1,192	1,412	1,902	3,314	28,629	40,384	69,013
South Atlantic Division.....	377	474	253	727	6,318	8,549	14,867
South Central Division.....	618	820	505	1,325	11,920	15,842	27,262
North Central Division.....	3,075	4,182	3,069	7,251	69,772	96,664	166,436
Western Division.....	304	491	377	868	7,090	10,235	17,325
North Atlantic Division:							
Maine.....	137	145	137	282	2,956	3,936	6,892
New Hampshire.....	49	51	73	124	885	1,108	1,993
Vermont.....	55	59	71	130	1,267	1,718	2,885
Massachusetts.....	163	183	342	525	4,214	6,062	10,216
Rhode Island.....	10	12	11	23	204	324	528
Connecticut.....	56	58	81	139	1,018	1,537	2,555
New York.....	323	351	799	1,180	10,457	14,769	25,226
New Jersey.....	53	79	133	212	1,293	1,913	3,206
Pennsylvania.....	329	444	255	699	6,335	9,077	15,412
South Atlantic Division:							
Delaware.....	11	13	9	22	148	258	406
Maryland.....	38	56	36	92	834	1,186	2,020
District of Columbia.....							
Virginia.....	50	50	36	86	673	792	1,465
West Virginia.....	22	39	16	55	384	638	1,022
North Carolina.....	26	35	17	47	423	531	954
South Carolina.....	87	105	49	154	1,314	1,799	3,113
Georgia.....	107	133	61	194	1,951	2,480	4,431
Florida.....	36	48	29	77	591	865	1,456
South Central Division:							
Kentucky.....	62	70	50	120	1,084	1,351	2,435
Tennessee.....	86	97	49	146	1,306	1,619	2,922
Alabama.....	66	88	73	161	1,223	1,701	2,924
Mississippi.....	86	92	67	179	1,886	1,858	3,244
Louisiana.....	36	58	45	103	899	992	1,891
Texas.....	210	318	148	466	4,668	6,141	10,809
Arkansas.....	53	69	28	97	914	1,111	2,025
Oklahoma.....	12	20	17	37	293	333	676
Indian Territory.....	7	8	8	16	150	186	336
North Central Division:							
Ohio.....	668	882	356	1,238	12,483	15,763	28,251
Indiana.....	348	594	229	823	7,252	9,537	16,789
Illinois.....	307	462	383	845	8,173	11,779	19,952
Michigan.....	265	536	409	745	7,157	9,758	16,915
Wisconsin.....	191	262	293	555	5,353	7,636	12,994
Minnesota.....	114	145	232	377	3,057	4,576	7,633
Iowa.....	323	407	482	839	9,146	12,603	21,749
Missouri.....	248	342	199	541	5,256	7,676	12,932
North Dakota.....	32	36	35	71	526	721	1,247
South Dakota.....	70	84	52	136	1,156	1,668	2,824
Nebraska.....	300	346	212	558	5,389	7,795	13,184
Kansas.....	209	286	187	473	4,814	7,152	11,966
Western Division:							
Montana.....	18	24	25	49	385	597	982
Wyoming.....	9	14	4	18	121	217	338
Colorado.....	38	61	53	134	1,127	1,752	2,879
New Mexico.....	8	24	8	32	193	176	369
Arizona.....	2	5	5	10	86	102	188
Utah.....	4	6	5	11	66	108	174
Nevada.....	10	13	10	23	193	289	487
Idaho.....	7	14	7	21	223	256	484
Washington.....	71	85	48	133	920	1,380	2,300
Oregon.....	37	41	31	72	703	960	1,663
California.....	100	184	181	365	3,038	4,398	7,436

TABLE 14.—Date of establishment of high schools, average number of teachers to a public high school, students to a teacher, and students to a school in cities and outside of cities of 8,000 population, 1901-2.

State or Territory.	Number of schools reporting date of establishment.	Number established prior to 1891.	Average teachers to a high school.		Average students to a teacher.		Average students to a high school.	
			In cities of 8,000 population and over.	In schools not in cities of 8,000 and over.	In cities of 8,000 population and over.	In schools not in cities of 8,000 and over.	In cities of 8,000 population and over.	In schools not in cities of 8,000 and over.
United States	3,161	1,845	12.3	2.4	28.6	21.9	352.2	53.0
North Atlantic Division.	748	438	14.0	2.8	28.2	20.8	394.4	57.9
South Atlantic Division.	194	104	9.0	1.9	24.6	20.4	221.9	39.4
South Central Division.	333	172	5.6	2.1	28.2	20.6	157.0	44.1
North Central Division.	1,658	1,076	13.1	2.4	29.7	23.0	387.7	54.1
Western Division.	228	55	14.2	2.9	29.8	20.0	424.1	57.0
North Atlantic Division:								
Maine.....	17	10	9.0	2.1	27.4	24.4	247.0	50.3
New Hampshire.....	23	20	7.9	2.5	25.4	16.1	200.2	40.7
Vermont.....	25	18	9.7	2.4	24.6	28.0	237.3	54.3
Massachusetts.....	128	109	14.4	3.2	24.9	19.5	358.5	62.7
Rhode Island.....	14	7	12.3	2.3	21.3	23.0	263.0	52.8
Connecticut.....	36	25	13.4	2.5	24.1	18.4	322.3	45.6
New York.....	251	107	19.4	3.6	32.9	21.4	638.6	76.9
New Jersey.....	50	30	13.0	3.3	24.4	15.1	316.8	49.3
Pennsylvania.....	204	112	10.4	2.1	30.6	22.0	319.2	46.8
South Atlantic Division:								
Delaware.....	6	3	22.0	2.0	31.0	18.5	681.0	36.9
Maryland.....	24	16	9.5	2.4	23.7	22.0	226.2	53.2
District of Columbia.	6	4	24.6	0.0	19.4	0.0	477.0	0.0
Virginia.....	26	15	6.1	1.7	30.9	17.0	189.8	29.3
West Virginia.....	15	9	4.2	2.5	28.2	18.6	117.5	46.5
North Carolina.....	18	6	3.8	1.8	25.7	20.3	96.3	36.7
South Carolina.....	36	18	6.8	1.8	25.5	20.2	173.4	35.8
Georgia.....	48	25	7.9	1.8	27.8	22.8	218.1	41.4
Florida.....	15	8	4.5	2.1	24.7	18.9	111.3	40.4
South Central Division:								
Kentucky.....	44	29	6.4	1.9	25.5	20.3	164.2	39.3
Tennessee.....	42	25	5.0	1.7	33.0	20.0	165.1	34.0
Alabama.....	33	17	4.4	2.4	27.6	18.2	122.3	44.3
Mississippi.....	43	26	4.0	2.1	37.3	18.1	149.0	37.7
Louisiana.....	25	6	10.6	2.9	21.1	18.4	223.4	52.5
Texas.....	111	52	5.3	2.2	30.9	23.2	164.3	51.5
Arkansas.....	21	14	4.7	1.8	27.5	20.9	129.7	38.2
Oklahoma.....	10	1	3.5	3.1	23.4	18.3	81.8	56.3
Indian Territory.....	4	2	0.0	2.3	0.0	21.0	0.0	48.0
North Central Division:								
Ohio.....	368	222	11.7	1.9	30.8	22.8	359.9	42.3
Indiana.....	206	113	10.1	2.4	30.5	20.4	308.6	48.2
Illinois.....	180	135	15.3	2.8	29.5	23.6	452.6	65.0
Michigan.....	115	104	13.2	2.8	29.0	22.7	382.6	63.8
Wisconsin.....	123	85	10.8	2.9	26.1	23.4	280.4	68.0
Minnesota.....	77	41	17.8	3.3	23.9	20.2	513.5	67.0
Iowa.....	135	108	11.8	2.8	26.8	24.5	316.0	67.3
Missouri.....	146	72	17.9	2.2	30.8	25.9	550.3	52.1
North Dakota.....	19	9	11.0	2.2	23.3	17.6	256.0	39.0
South Dakota.....	35	14	7.0	1.9	38.0	20.8	266.0	40.3
Nebraska.....	134	87	30.0	1.9	32.9	23.6	986.3	43.9
Kansas.....	125	86	9.5	2.3	37.7	25.3	356.1	57.3
Western Division:								
Montana.....	14	2	10.0	2.7	26.6	20.0	266.3	54.6
Wyoming.....	3	2	5.0	2.0	19.2	18.8	96.0	37.6
Colorado.....	27	14	15.0	3.5	24.1	21.5	361.8	75.8
New Mexico.....	6	2	0.0	4.0	0.0	11.5	0.0	46.1
Arizona.....	2	.....	0.0	5.0	0.0	18.8	0.0	94.0
Utah.....	5	1	20.0	2.8	28.0	15.8	560.0	43.5
Nevada.....	.....	.....	0.0	2.3	0.0	21.2	0.0	48.7
Idaho.....	4	2	0.0	3.0	0.0	23.0	0.0	69.1
Washington.....	47	10	16.0	1.9	31.5	17.3	503.2	32.4
Oregon.....	23	6	13.0	1.9	39.7	23.2	516.0	45.1
California.....	97	16	14.3	3.7	32.2	22.3	461.4	74.6

TABLE 15.—Public high schools—Equipment, income, benefactions, and endowments, 1901-2.

State or Territory.	Libraries.		Grounds, build- ings, scientific apparatus, etc.		State and municipal aid.		Tuition fees.		Productive funds.		Income from other sources and unexpended.		Total income from all sources.		Benefactions.		Total money value of endowment.	
	Schools re- ported.	Volumes.	Schools re- ported.	Value.	Schools re- ported.	Amount.	Schools re- ported.	Amount.	Schools re- ported.	Amount.	Schools re- ported.	Amount.	Schools re- ported.	Amount.	Schools re- ported.	Amount.	Schools re- ported.	Amount.
United States	5,726	3,710,098	5,447	\$120,057,006	1,885	\$5,989,157	1,460	\$465,494	212	\$242,504	613	\$886,458	2,019	\$7,583,640	81	\$142,936	52	\$1,255,931
North Atlantic Division:																		
Maine.....	107	25,845		1,020,250	107	119,338	58	5,106	13	4,079	34	22,989	108	151,512	4	19,500	5	31,500
New Hampshire.....	47	18,664	45	1,282,780	19	30,087	13	3,367	8	2,237	8	4,823	20	40,516	2	60,100	5	103,250
Vermont.....	54	21,457	45	796,380	13	21,743	12	5,486	7	2,075	7	8,386	14	41,240	5	4,737	1	1,900
Massachusetts.....	229	155,976	176	13,135,009	72	557,070	37	25,287	18	23,620	15	19,699	81	625,676	15	6,950	12	457,300
Rhode Island.....	18	13,471	11	319,750	7	12,875	4	3,300	1	4,000	4	1,920	7	22,185	2	10,175	1	109,333
Connecticut.....	73	59,616	57	2,354,410	23	138,140	13	9,831	8	8,811	6	12,985	26	170,067	3	14,400	7	76,911
New York.....	385	694,038	365	11,324,775	151	935,094	148	61,487	20	12,406	80	139,389	154	1,148,926	17	2,004	10	73,300
New Jersey.....	90	73,373	74	3,136,437	17	134,717	10	4,893	3	1,612	17	141,222	17	141,222	1	2,253		
Pennsylvania.....	363	235,042	287	9,373,865	76	302,627	58	12,477	4	1,813	18	14,614	77	331,531				
Delaware.....	11	1,865	12	366,519	3	3,300		191			1	750		4,241				
Maryland.....	45	24,839	38	755,300	10	15,229	4	1,765			3	2,830	30	19,824				
District of Columbia.....	5	11,669	3	555,100	1	26,230							1	25,239				
Virginia.....	33	10,275	47	469,000	23	40,810	16	8,168	2	267	5	1,634	24	50,879	2	437		
West Virginia.....	26	17,870	24	454,650	6	17,730	3	319					6	18,019				
North Carolina.....	23	15,345	24	242,250	11	14,414	8	1,738			2	3,031	12	19,133	1	100		
South Carolina.....	54	17,130	77	431,800	52	49,511	33	8,151	2	213	16	6,934	56	64,809	1	25		
Georgia.....	71	23,251	96	819,950	68	67,500	61	37,427	2	1,100	11	10,720	73	116,747	1	20		
Florida.....	28	8,594	35	222,300	18	31,227	1	30			4	4,432	20	35,689	2	180	1	400
South Central Division:																		
Kentucky.....	62	16,915	69	1,242,400	24	79,105	21	6,162	2	1,475	4	2,472	25	89,214				
Tennessee.....	60	16,915	87	317,585	43	60,675	30	11,719	2	550	6	2,565	47	65,509	1	600	1	8,000
Alabama.....	45	30,107	61	613,600	50	67,793	42	22,250	6	850	10	5,917	50	96,813				
Mississippi.....	31	20,957	79	594,800	41	40,846	32	15,108	2	95	12	5,304	43	61,443				
Louisiana.....	31	20,957	33	513,875	18	59,585	1	740	2	820	8	6,230	19	64,375				
Texas.....	182	66,054	220	2,628,393	112	170,615	11	28,271	11	4,095	21	6,756	113	209,544	1	100	1	15
Arkansas.....	48	13,064	56	492,800	15	20,102	11	3,500	1	1,600	5	11,500	17	36,765				

Oklahoma.....	14	4,402	13	189,000	2	2,050	2	379	2	40,239	1	750	2	2,429	1	374,679
Indian Territory.....	5	2,033	6	306,500	3	17,115	2	734	2	58,838	1	10,000	3	58,838	1	374,679
North Central Division:																
Ohio.....	657	303,564	639	9,818,926	166	334,672	139	28,483	25	35,794	60	58,523	1	457,473	1	10,000
Indiana.....	373	239,498	345	5,685,660	82	321,533	58	19,302	25	8,416	25	30,645	3	371,836	3	2,895
Illinois.....	354	209,736	304	8,059,375	64	363,459	62	17,454	12	8,178	25	80,063	3	469,094	3	880
Michigan.....	233	313,756	272	6,719,550	73	264,873	71	15,820	9	10,287	38	67,534	3	358,484	3	4,800
Wisconsin.....	215	178,622	198	4,820,838	90	200,255	77	24,047	4	4,705	38	68,683	3	297,700	3	2,825
Minnesota.....	128	143,826	123	4,567,128	28	176,528	6	1,261	3	3,125	15	31,860	3	200,198	3	1,000
Iowa.....	346	181,113	318	6,236,725	48	104,539	54	15,228	3	4,535	22	28,148	4	154,752	4	80
Missouri.....	255	133,189	247	4,010,520	55	90,021	51	6,189	4	1,155	5	12,394	4	129,294	4	186
North Dakota.....	33	19,366	30	506,000	6	9,355	3	280	2	2,500	3	5,805	1	23,184	1	50
South Dakota.....	68	23,609	62	637,300	10	13,201	10	1,066	1	19,126	35	88,035	11	22,632	11	10
Nebraska.....	285	95,437	266	3,542,540	78	121,056	72	11,802	19	21,140	21	43,330	84	298,019	2	810
Kansas.....	215	114,615	202	3,291,550	62	166,788	54	12,425	7	21,140	21	43,330	67	243,741	1	2,432
Western Division:																
Montana.....	22	16,479	19	560,000	4	46,900	3	601	1	2,250	.....	.....	4	49,751	.....	.....
Wyoming.....	9	4,334	10	233,000	2	2,410	1	80	.....	.....	.....	.....	2	2,490	.....	.....
Colorado.....	47	45,650	41	1,951,400	15	114,317	6	1,864	.....	2	750	.....	15	116,931	.....	.....
New Mexico.....	8	8,355	7	293,000	2	10,500	2	2,135	.....	.....	.....	.....	1	12,685	.....	.....
Arizona.....	2	1,650	2	64,000	1	10,512	.....	.....	.....	.....	.....	.....	2	10,512	.....	.....
Utah.....	6	3,630	5	210,000	3	13,900	1	82	.....	.....	.....	.....	4	17,382	.....	.....
Nevada.....	10	3,013	8	94,550	2	8,400	.....	.....	.....	1	1,400	.....	2	3,400	.....	.....
Idaho.....	7	3,250	7	213,656	1	2,000	.....	.....	.....	.....	.....	.....	1	2,035	.....	.....
Washington.....	71	23,484	62	877,871	23	63,874	3	536	4	2,382	1	924	23	69,736	1	10
Oregon.....	36	12,765	31	610,800	9	14,390	8	1,425	.....	3	1,150	.....	9	17,535	1	600
California.....	117	78,823	94	2,777,403	76	513,414	48	24,233	6	13,345	22	48,318	89	601,310	2	440

TABLE 17.—Private high schools and academies—Number of secondary students in college preparatory course, number of graduates, and college preparatory students in graduating class in 1901-2.

State or Territory.	Secondary students preparing for college.						Graduates in the class of 1902.			College preparatory students in graduating class of 1902.			Students in military tactics.
	Classical course.			Scientific courses.			Male.	Female.	Total.	Male.	Female.	Total.	
	Male.	Female.	Total.	Male.	Female.	Total.							
United States.....	9,016	5,346	14,362	8,421	2,781	11,212	5,608	5,817	11,425	3,470	1,671	5,141	9,186
North Atlantic Division.....	4,475	2,006	6,481	4,701	892	5,593	2,957	2,636	5,593	2,028	694	2,722	3,590
South Atlantic Division.....	1,671	1,116	2,787	986	347	1,333	731	697	1,428	383	240	622	1,399
South Central Division.....	1,504	1,103	2,607	1,007	760	1,767	643	670	1,313	334	235	569	1,520
North Central Division.....	1,126	898	2,024	1,175	594	1,769	1,027	1,450	2,477	587	402	989	2,062
Western Division.....	240	223	463	552	198	750	250	364	614	138	100	238	615
North Atlantic Division:													
Maine.....	256	219	475	114	25	139	150	178	328	66	60	126	0
New Hampshire.....	163	58	221	154	41	195	184	79	263	143	20	163	0
Vermont.....	83	85	118	83	37	120	63	86	149	44	21	65	194
Massachusetts.....	1,087	408	1,495	636	166	802	531	452	983	435	120	555	84
Rhode Island.....	18	24	42	36	23	59	23	35	58	20	3	23	35
Connecticut.....	482	144	626	295	45	340	177	183	360	98	48	144	331
New York.....	959	489	1,448	1,191	256	1,447	680	784	1,464	467	197	664	1,705
New Jersey.....	632	176	808	991	174	1,165	283	230	513	219	73	292	324
Pennsylvania.....	795	453	1,248	1,201	125	1,326	666	609	1,475	536	154	690	917
South Atlantic Division:													
Delaware.....	22	4	26	16	6	22	14	4	18	13	3	16	40
Maryland.....	200	95	295	188	23	214	122	128	250	60	49	109	152
District of Columbia.....	38	37	75	35	8	43	12	73	85	9	8	17	0
Virginia.....	277	153	430	175	77	252	108	112	229	54	30	84	274
West Virginia.....	29	25	54	42	12	54	41	56	97	18	15	33	40
North Carolina.....	551	432	983	398	178	576	290	123	413	141	53	194	447
South Carolina.....	152	134	286	47	9	56	44	68	112	38	37	75	306
Georgia.....	362	232	594	83	31	114	91	123	214	41	45	86	140
Florida.....	40	4	44	2	0	2	9	10	19	9	0	9	0
South Central Division:													
Kentucky.....	303	189	492	156	79	235	138	136	274	65	44	109	153
Tennessee.....	513	323	836	216	228	444	158	152	310	97	50	147	74
Alabama.....	112	105	217	123	107	230	39	71	110	38	17	55	191
Mississippi.....	106	86	192	57	33	90	72	63	135	29	19	48	142
Louisiana.....	33	44	77	51	31	82	46	69	115	18	48	66	110
Texas.....	222	210	432	311	194	505	132	141	273	68	44	112	575
Arkansas.....	170	87	257	82	75	157	45	30	75	16	9	25	236
Oklahoma.....	28	42	70	0	0	0	1	0	1	1	0	1	0
Indian Territory.....	17	17	34	11	13	24	12	8	20	2	4	6	39
North Central Division:													
Ohio.....	115	102	217	196	71	267	129	207	336	90	52	142	59
Indiana.....	72	46	118	111	6	117	105	143	248	72	35	107	397
Illinois.....	106	151	257	114	81	195	100	231	331	59	69	128	163
Michigan.....	101	116	217	227	123	350	69	115	184	39	26	65	177
Wisconsin.....	206	67	273	99	53	152	104	104	208	63	22	85	308
Minnesota.....	118	86	204	135	58	193	154	137	291	78	57	135	274
Iowa.....	100	106	206	78	56	134	130	214	344	58	67	125	140
Missouri.....	190	81	271	144	86	230	133	190	323	70	34	104	285
North Dakota.....	3	7	10	0	0	0	1	1	2	1	1	2	0
South Dakota.....	30	19	49	2	0	2	11	18	29	7	8	15	0
Nebraska.....	46	43	89	31	28	59	46	46	92	27	21	48	50
Kansas.....	39	74	113	33	32	70	45	44	89	22	10	33	103
Western Division:													
Montana.....	12	34	46	7	18	25	0	9	9	0	0	0	0
Wyoming.....	0	0	0	0	0	0	0	8	8	0	0	0	0
Colorado.....	0	5	5	0	0	0	5	26	31	1	1	2	42
New Mexico.....	4	0	4	0	0	0	3	0	3	0	0	0	10
Arizona.....	1	4	5	0	0	0	0	2	2	0	0	0	0
Utah.....	25	19	44	154	51	205	42	45	87	18	24	42	44
Nevada.....													
Idaho.....	8	11	19	0	0	0	7	25	32	3	8	11	15
Washington.....	24	12	36	18	13	31	29	37	66	13	7	20	30
Oregon.....	71	29	100	112	35	147	43	47	90	31	16	47	90
California.....	95	109	204	261	79	340	121	165	286	72	44	116	384

TABLE 18.—*Private high schools and academies—Number of secondary students pursuing certain studies in 1901-2.*

State or Territory.	Latin.			Greek.			French.					
	Schools reporting.	Male.	Female.	Total.	Schools reporting.	Male.	Female.	Total.	Schools reporting.	Male.	Female.	Total.
United States	1,668	24,812	24,011	48,823	817	6,410	1,808	8,218	1,069	3,658	6,475	25,534
North Atlantic Division	605	11,352	9,217	20,569	361	3,671	718	4,389	524	6,368	8,861	15,229
South Atlantic Division	322	4,731	4,367	9,098	148	917	438	1,355	192	1,156	2,851	4,007
South Central Division	322	4,034	3,784	7,818	135	694	316	1,010	111	629	1,312	1,941
North Central Division	318	3,848	5,214	9,062	141	972	263	1,235	172	571	2,396	2,567
Western Division	101	847	1,429	2,276	32	156	73	229	70	335	1,055	1,390
North Atlantic Division:												
Maine	31	487	480	967	25	204	137	341	28	217	382	599
New Hampshire	23	764	331	1,095	14	328	31	362	24	666	190	856
Vermont	16	266	209	475	12	67	26	87	14	110	184	291
Massachusetts	97	1,874	1,643	3,517	61	707	156	873	95	1,354	1,815	3,169
Rhode Island	11	132	170	302	7	82	26	102	11	216	160	275
Connecticut	60	958	760	1,718	40	375	81	456	48	338	733	1,071
New York	175	2,267	2,443	4,710	91	637	109	737	162	1,567	3,132	4,699
New Jersey	64	1,416	940	2,356	35	572	63	565	59	821	780	1,601
Pennsylvania	128	3,188	2,235	5,423	73	769	97	866	83	1,079	1,485	2,564
South Atlantic Division:												
Delaware	3	39	58	97	3	2	7	9	3	47	49	66
Maryland	42	558	901	1,459	21	120	55	175	18	278	791	1,069
District of Columbia	21	123	281	404	8	19	26	45	0	132	672	804
Virginia	65	1,005	538	1,543	19	79	8	87	0	243	363	666
West Virginia	16	301	298	599	7	162	79	241	0	104	188	292
North Carolina	91	1,448	957	2,405	43	308	128	431	18	210	358	568
South Carolina	21	283	309	592	9	42	56	98	15	118	175	293
Georgia	55	920	951	1,871	35	177	75	252	14	24	234	278
Florida	8	54	71	125	3	13	4	17	4	0	21	21
South Central Division:												
Kentucky	74	674	715	1,389	32	139	38	177	26	64	190	274
Tennessee	77	1,250	947	2,197	41	240	112	352	16	69	350	219
Alabama	34	406	390	796	9	55	33	88	11	29	104	133
Mississippi	35	322	287	609	10	35	16	51	6	98	35	133
Louisiana	22	201	331	532	4	23	2	25	20	253	597	850
Texas	49	688	727	1,415	23	125	85	210	24	105	208	313
Arkansas	23	429	295	724	13	70	23	93	7	11	26	47
Oklahoma	3	28	39	67	1	5	5	10	1	0	2	2
Indian Territory	5	36	53	89	2	2	2	4	0	0	0	0
North Central Division:												
Ohio	45	601	720	1,321	20	231	21	252	33	122	474	596
Indiana	24	418	476	894	8	127	15	142	13	75	206	281
Illinois	55	522	1,055	1,577	25	89	82	171	34	54	575	629
Michigan	20	232	437	669	12	35	30	65	12	89	249	338
Wisconsin	20	372	232	604	13	131	15	146	14	96	120	216
Minnesota	26	408	380	788	11	102	6	108	15	68	188	256
Iowa	31	367	540	907	12	79	18	97	9	4	43	47
Missouri	66	555	935	1,490	25	104	50	154	27	37	380	417
North Dakota	2	10	48	58	0	0	0	0	1	1	25	25
South Dakota	4	34	49	83	2	10	5	15	1	0	11	11
Nebraska	13	103	203	306	6	27	10	37	7	2	100	102
Kansas	12	226	139	365	7	37	11	48	6	23	25	48
Western Division:												
Montana	5	26	82	108	0	0	0	0	3	0	54	54
Wyoming	0	0	0	0	0	0	0	0	0	0	0	0
Colorado	6	9	64	73	1	4	0	4	2	0	60	60
New Mexico	1	4	0	4	1	4	0	4	0	0	0	0
Arizona	2	1	11	12	0	0	0	0	0	0	0	0
Utah	12	77	203	280	3	6	9	15	4	20	60	80
Nevada												
Idaho	1	20	34	54	1	4	1	5	1	0	20	20
Washington	10	64	139	203	5	11	7	18	6	25	69	94
Oregon	12	248	240	488	4	66	32	98	12	37	127	164
California	52	398	656	1,054	17	61	24	85	42	253	665	918

TABLE 19.—Private high schools and academies—Number of secondary students pursuing certain studies in 1901-2.

State or Territory.	German.				Algebra.				Geometry.			
	Schools reporting.	Male.	Female.	Total.	Schools reporting.	Male.	Female.	Total.	Schools reporting.	Male.	Female.	Total.
United States	1,094	11,045	10,449	21,494	1,764	28,656	24,351	53,007	1,581	15,811	11,038	26,849
North Atlantic Division	505	6,126	5,312	11,438	626	12,666	8,603	21,269	579	8,212	4,465	12,677
South Atlantic Division	131	971	1,145	2,116	338	5,318	4,654	9,972	281	2,238	1,788	4,026
South Central Division	119	772	687	1,459	344	5,517	4,803	10,355	305	2,441	1,985	4,426
North Central Division	251	2,731	2,629	5,360	332	3,842	4,614	8,456	308	2,174	2,127	4,301
Western Division	78	445	676	1,121	124	1,313	1,612	2,925	108	746	673	1,419
North Atlantic Division:												
Maine	17	48	72	120	32	542	570	1,112	30	299	322	621
New Hampshire	14	179	91	270	28	856	273	1,159	23	718	120	838
Vermont	10	34	59	93	17	205	222	427	17	125	114	239
Massachusetts	77	631	899	1,530	101	1,538	1,337	3,195	88	1,362	729	2,091
Rhode Island	8	21	77	98	12	215	167	382	11	192	87	279
Connecticut	53	455	472	927	60	830	582	1,412	53	533	311	844
New York	159	1,637	1,572	3,209	187	2,591	2,289	4,880	172	1,822	1,257	3,079
New Jersey	61	1,048	589	1,637	60	1,708	733	2,441	59	962	441	1,403
Pennsylvania	106	2,073	1,451	3,554	129	3,831	2,430	6,261	123	2,199	1,084	3,283
South Atlantic Division:												
Delaware	3	17	15	32	3	44	61	105	3	13	24	37
Maryland	31	358	363	721	46	727	716	1,443	44	481	311	792
District of Columbia	16	29	164	193	23	115	260	475	22	76	150	226
Virginia	36	157	72	259	68	997	557	1,554	58	461	206	667
West Virginia	9	113	189	302	16	342	350	692	14	142	160	302
North Carolina	17	114	141	255	94	1,625	1,101	2,726	66	512	354	866
South Carolina	8	95	50	145	23	395	422	727	20	117	144	261
Georgia	9	58	147	205	57	1,000	977	2,037	47	410	397	807
Florida	2	0	4	4	9	43	110	153	7	26	32	58
South Central Division:												
Kentucky	38	241	215	456	83	1,054	836	1,890	64	359	241	600
Tennessee	25	135	101	236	78	1,238	1,121	2,358	74	473	460	933
Alabama	12	50	36	86	34	597	495	1,092	31	286	240	526
Mississippi	2	0	3	3	38	599	418	1,017	33	303	138	446
Louisiana	4	10	20	30	26	254	475	729	22	107	167	274
Texas	29	266	263	529	55	1,284	1,149	2,433	55	749	633	1,382
Arkansas	9	56	26	82	23	409	306	715	21	135	84	219
Oklahoma	2	14	23	37	3	33	27	60	2	20	12	32
Indian Territory	0	0	0	0	4	49	41	90	3	9	15	24
North Central Division:												
Ohio	39	470	401	871	45	499	471	970	43	373	249	622
Indiana	21	246	251	507	26	447	419	866	24	281	255	536
Illinois	48	345	518	863	54	350	825	1,175	47	148	389	537
Michigan	15	140	191	331	22	275	321	596	20	182	140	322
Wisconsin	20	400	184	584	20	312	208	520	20	250	129	379
Minnesota	24	415	298	713	28	454	401	855	28	300	203	503
Iowa	26	225	222	447	35	393	511	904	31	177	224	401
Missouri	39	353	296	649	69	848	1,072	1,920	63	292	330	622
North Dakota	2	1	19	20	2	1	34	35	2	1	14	15
South Dakota	4	10	29	39	5	21	58	79	5	13	24	37
Nebraska	12	26	132	158	15	70	175	245	13	59	77	136
Kansas	11	109	78	178	11	172	119	291	12	98	53	151
Western Division:												
Montana	2	0	48	48	5	6	71	77	5	2	30	32
Wyoming	0	0	0	0	1	0	29	29	1	0	20	20
Colorado	4	0	39	39	6	13	87	100	6	5	35	40
New Mexico	0	0	0	0	3	19	2	21	1	4	0	4
Arizona	0	0	0	0	1	1	4	5	2	0	6	6
Utah	12	92	106	198	15	272	300	572	13	113	111	224
Nevada												
Idaho	2	7	30	37	4	65	58	123	2	10	30	40
Washington	11	64	56	120	15	113	136	249	14	77	69	146
Oregon	12	129	173	302	14	205	224	429	11	94	78	172
California	35	153	224	377	60	619	701	1,320	53	441	294	735

TABLE 20.—Private high schools and academies—Number of secondary students pursuing certain studies in 1901-2.

State or Territory.	Trigonometry.			Astronomy.			Physics.					
	Schools re- porting.	Male.	Female.	Total.	Schools re- porting.	Male.	Female.	Total.	Schools re- porting.	Male.	Female.	Total.
United States	676	3,606	1,775	5,381	610	1,787	4,213	6,000	1,288	8,988	8,867	17,855
North Atlantic Division	230	1,754	322	2,076	203	711	1,528	2,239	457	3,857	3,041	6,898
South Atlantic Division	127	618	402	1,020	88	248	636	884	212	1,447	1,567	3,014
South Central Division	159	641	513	1,154	122	286	749	1,035	245	1,666	1,732	3,398
North Central Division	117	392	421	813	143	357	945	1,302	276	1,595	1,996	3,591
Western Division	43	201	117	318	54	185	355	540	98	373	551	904
North Atlantic Division:												
Maine	2	5	0	5	20	108	114	222	30	217	234	451
New Hampshire	10	78	5	83	10	59	45	104	20	287	84	371
Vermont	4	14	0	14	8	31	48	79	15	91	91	182
Massachusetts	22	205	31	236	29	50	207	257	76	581	412	993
Rhode Island	5	49	0	49	4	28	32	8	70	71	141	211
Connecticut	23	81	24	105	14	57	133	190	34	186	200	386
New York	72	485	73	558	60	124	473	597	135	773	958	1,731
New Jersey	30	237	58	295	23	51	169	220	46	388	226	614
Pennsylvania	62	600	131	731	35	227	311	538	93	1,264	765	2,029
South Atlantic Division:												
Delaware	2	11	1	12	0	0	0	0	3	16	12	28
Maryland	20	154	28	182	15	23	118	141	38	218	286	504
District of Columbia	12	5	61	66	12	0	153	153	20	31	194	225
Virginia	38	132	83	215	16	34	93	127	44	352	234	586
West Virginia	7	88	78	166	7	47	71	118	9	80	126	206
North Carolina	19	168	49	217	14	110	77	187	46	467	232	749
South Carolina	11	34	48	82	6	10	58	68	13	82	142	224
Georgia	17	26	58	79	12	19	55	74	32	189	265	454
Florida	1	0	1	1	6	5	11	16	7	12	26	38
South Central Division:												
Kentucky	39	105	77	182	26	82	152	234	49	228	243	471
Tennessee	31	111	80	191	19	42	107	149	45	237	244	481
Alabama	17	84	77	161	15	44	100	144	27	204	237	441
Mississippi	13	113	24	137	14	18	47	65	33	324	244	568
Louisiana	11	25	90	115	16	19	181	200	20	75	241	316
Texas	37	167	141	308	21	72	127	199	49	433	424	917
Arkansas	9	32	20	52	4	7	16	23	17	89	75	164
Oklahoma	2	4	4	8	1	0	3	3	2	3	8	11
Indian Territory	0	0	0	0	3	2	16	18	3	13	16	29
North Central Division:												
Ohio	15	89	46	135	22	67	144	211	40	247	205	452
Indiana	14	93	51	144	10	71	86	157	21	139	155	294
Illinois	14	12	84	96	25	41	179	220	46	195	330	585
Michigan	6	41	15	56	3	2	31	33	18	107	137	244
Wisconsin	5	14	7	21	6	19	16	35	17	174	78	252
Minnesota	5	14	9	23	7	15	58	73	23	135	144	279
Iowa	8	11	28	39	17	25	107	132	31	171	265	436
Missouri	42	95	155	250	35	60	230	290	52	268	453	721
North Dakota	1	1	3	4	1	0	3	3	2	1	8	9
South Dakota	0	0	0	0	3	6	11	17	3	13	17	30
Nebraska	3	9	18	27	7	11	31	42	11	40	80	130
Kansas	4	13	5	18	7	40	49	89	12	105	64	169
Western Division:												
Montana	2	0	10	10	3	0	35	35	4	0	25	25
Wyoming	0	0	0	0	1	0	8	8	1	0	8	8
Colorado	0	0	0	0	2	0	13	13	5	4	30	34
New Mexico	1	4	0	4	1	25	0	25	1	0	1	7
Arizona	0	0	0	0	1	0	2	2	2	0	7	7
Utah	3	40	30	70	5	34	51	88	13	67	64	131
Nevada	0	0	0	0	1	0	10	10	2	3	17	21
Idaho	0	0	0	0	7	58	24	82	11	40	47	87
Washington	9	32	34	66	7	18	30	48	12	42	45	87
Oregon	9	32	34	66	7	18	30	48	12	42	45	87
California	23	113	28	141	26	50	179	229	47	216	287	503

TABLE 21—Private high schools and academies—Number of secondary students pursuing certain studies in 1901-2.

State or Territory.	Chemistry.			Physical geography.			Geology.					
	Schools reporting.	Male.	Female.	Total.	Schools reporting.	Male.	Female.	Total.	Schools reporting.	Male.	Female.	Total.
United States	816	4,969	4,898	9,867	1,240	9,768	11,605	21,373	515	2,152	3,520	5,672
North Atlantic Division	328	2,492	1,745	4,237	398	3,125	3,886	6,511	159	808	1,042	1,850
South Atlantic Division	123	813	976	1,789	261	2,282	2,476	4,758	65	302	496	798
South Central Division	123	585	789	1,374	242	2,116	2,346	4,462	120	493	821	1,314
North Central Division	174	754	1,074	1,828	253	1,713	2,448	4,161	127	397	918	1,315
Western Division	68	325	314	639	86	532	949	1,481	44	152	243	395
North Atlantic Division:												
Maine	22	129	127	256	28	189	253	442	16	99	93	192
New Hampshire	15	136	61	197	18	137	94	231	8	26	31	57
Vermont	8	34	33	67	12	78	129	207	9	25	43	68
Massachusetts	57	340	302	642	50	323	398	721	22	111	159	270
Rhode Island	7	55	21	76	7	80	120	200	3	14	9	23
Connecticut	24	101	106	207	34	186	199	385	9	41	76	117
New York	109	721	572	1,293	116	897	1,101	1,998	57	254	367	621
New Jersey	32	291	122	413	44	279	272	551	11	61	56	117
Pennsylvania	54	695	401	1,086	89	956	820	1,776	24	177	208	385
South Atlantic Division:												
Delaware	2	21	12	33	2	8	8	16	0	0	0	0
Maryland	27	121	219	340	36	262	311	573	7	7	54	61
District of Columbia	11	11	132	143	15	7	169	176	9	0	101	101
Virginia	33	176	123	299	44	337	254	591	12	65	113	178
West Virginia	7	95	112	207	15	224	284	508	4	90	87	177
North Carolina	18	226	137	363	74	842	684	1,526	14	104	76	180
South Carolina	6	60	55	115	20	169	158	327	4	12	14	26
Georgia	15	101	173	274	46	404	532	936	9	24	43	67
Florida	3	2	13	15	9	29	76	105	6	0	8	8
South Central Division:												
Kentucky	34	113	162	275	54	332	412	744	26	118	135	253
Tennessee	15	38	107	145	43	369	353	722	29	154	204	358
Alabama	15	99	96	195	25	210	248	458	16	55	100	155
Mississippi	9	58	17	75	27	260	215	475	10	22	40	62
Louisiana	13	55	149	204	22	124	338	462	11	13	76	89
Texas	27	192	225	417	48	612	542	1,154	16	96	210	306
Arkansas	8	28	23	51	19	198	219	417	7	27	34	61
Oklahoma	1	6	3	3	2	4	16	20	2	4	12	16
Indian Territory	1	2	7	9	2	7	3	10	3	4	10	14
North Central Division:												
Ohio	27	143	80	223	30	336	208	544	16	66	86	152
Indiana	17	113	132	245	23	102	237	339	13	54	79	133
Illinois	27	80	252	332	39	157	327	484	14	15	150	165
Michigan	12	54	65	119	13	45	143	188	6	8	45	53
Wisconsin	7	37	35	72	17	200	121	321	7	48	37	85
Minnesota	13	68	78	146	20	180	203	383	5	3	64	67
Iowa	15	23	101	124	31	190	385	575	18	67	140	207
Missouri	42	153	251	404	55	342	554	896	34	83	242	325
North Dakota	1	1	4	5	1	0	20	20	1	1	3	4
South Dakota	0	0	0	0	3	10	39	49	3	12	20	32
Nebraska	6	18	18	36	11	53	168	141	4	7	15	22
Kansas	7	64	58	122	10	118	108	221	6	33	37	70
Western Division:												
Montana	3	0	22	22	4	0	65	65	3	0	22	22
Wyoming	0	0	0	0	1	0	16	16	0	0	0	0
Colorado	4	0	27	27	5	22	75	97	4	3	32	35
New Mexico	0	0	0	0	2	29	0	29	3	29	1	30
Arizona	2	0	8	8	2	8	9	17	2	0	8	8
Utah	11	64	58	122	12	163	230	393	6	27	31	58
Nevada												
Idaho	1	3	10	13	3	19	21	40	2	6	16	22
Washington	5	5	20	25	9	49	71	120	5	35	25	60
Oregon	12	69	61	130	12	80	94	174	5	8	23	31
California	30	184	108	292	36	169	369	598	14	44	85	129

TABLE 22.—Private high schools and academies—Number of secondary students pursuing certain studies in 1901-2.

State or Territory.	Physiology.			Psychology.			Rhetoric.					
	Schools re- porting.	Male.	Female.	Total.	Schools re- porting.	Male.	Female.	Total.	Schools re- porting.	Male.	Female.	Total.
United States	1,243	11,061	14,548	25,609	556	2,167	4,296	6,463	1,573	16,509	22,010	38,519
North Atlantic Division	381	3,075	4,081	7,156	169	604	1,485	2,089	547	7,108	8,567	15,675
South Atlantic Division	259	2,771	2,903	5,674	91	473	826	1,298	297	2,872	3,789	6,658
South Central Division	268	2,914	3,301	6,215	121	495	760	1,255	308	3,121	3,525	6,646
North Central Division	249	1,778	3,084	4,862	139	449	997	1,446	308	2,474	4,008	7,082
Western Division	86	523	1,179	1,702	36	147	228	375	113	934	1,524	2,458
North Atlantic Division:												
Maine	22	142	184	326	16	86	86	172	29	335	436	771
New Hampshire	14	108	119	227	5	14	17	31	25	463	279	742
Vermont	12	62	118	180	10	15	55	70	15	180	212	392
Massachusetts	45	273	518	791	21	62	192	254	81	955	1,708	2,663
Rhode Island	9	113	112	225	3	64	33	97	12	210	160	370
Connecticut	27	195	291	486	12	0	115	115	47	471	741	1,212
New York	123	827	1,262	2,089	42	34	387	421	171	1,458	2,777	4,235
New Jersey	3	336	259	595	14	1	91	92	57	1,022	627	1,649
Pennsylvania	9	1,019	1,218	2,237	46	328	509	837	112	2,014	1,627	3,641
South Atlantic Division:												
Delaware	3	26	31	57	0	0	0	0	3	40	61	101
Maryland	36	316	317	633	15	114	160	274	41	334	744	1,078
District of Columbia	10	26	153	179	11	0	94	94	21	40	388	428
Virginia	44	296	376	672	16	23	80	103	58	560	522	1,082
West Virginia	11	205	177	382	7	93	64	157	15	176	228	404
North Carolina	82	1,212	1,016	2,228	19	187	206	393	80	1,088	849	1,887
South Carolina	19	254	216	470	6	9	70	79	20	185	212	337
Georgia	39	389	501	890	14	46	139	185	50	470	692	1,162
Florida	6	47	116	163	3	0	13	13	9	29	90	119
South Central Division:												
Kentucky	63	513	580	1,093	28	97	95	192	76	601	809	1,410
Tennessee	59	685	696	1,381	21	100	138	238	64	670	627	1,297
Alabama	27	236	302	538	11	31	122	153	26	258	326	584
Mississippi	28	286	372	658	9	19	41	60	37	359	347	706
Louisiana	19	156	290	446	10	23	86	109	24	168	361	529
Texas	47	660	729	1,389	29	185	239	424	55	752	779	1,531
Arkansas	18	276	252	528	9	33	26	59	19	247	215	462
Oklahoma	2	8	17	25	2	4	8	12	3	42	29	71
Indian Territory	5	44	63	107	2	3	5	8	4	24	32	56
North Central Division:												
Ohio	26	240	222	462	22	76	87	163	41	276	617	893
Indiana	25	152	348	500	12	49	74	123	26	301	504	805
Illinois	39	157	576	733	17	19	166	185	48	180	792	978
Michigan	16	102	198	300	8	36	125	161	21	188	424	612
Wisconsin	15	109	122	231	5	9	35	44	18	283	249	532
Minnesota	17	131	236	367	8	61	35	96	20	384	477	861
Iowa	28	247	452	699	16	57	89	146	33	226	427	653
Missouri	56	379	615	994	36	101	283	384	61	413	716	1,129
North Dakota	2	3	50	53	1	1	2	3	2	1	17	18
South Dakota	4	39	56	95	3	6	13	19	5	14	67	81
Nebraska	10	36	107	143	4	1	38	39	15	70	196	266
Kansas	11	123	102	225	7	33	50	83	12	132	122	254
Western Division:												
Montana	3	14	49	63	2	0	12	12	5	5	73	78
Wyoming	1	0	13	13	0	0	0	0	1	0	12	12
Colorado	5	3	48	51	2	0	15	15	5	5	63	68
New Mexico	2	10	30	40	0	0	0	0	2	35	0	35
Arizona	2	0	9	9	2	0	2	2	0	0	7	7
Utah	13	113	167	280	8	77	83	160	14	221	247	468
Nevada	1	0	0	0	0	0	0	0	0	0	0	0
Idaho	3	23	28	51	2	4	4	8	4	29	58	87
Washington	12	107	107	214	5	49	19	68	13	74	128	202
Oregon	12	63	220	283	5	7	28	35	13	109	177	286
California	33	190	508	698	10	10	65	75	54	456	759	1,215

SECONDARY SCHOOLS.

1673

TABLE 23.—Private high schools and academies—Number of secondary students pursuing certain studies in 1901-2.

State or Territory.	English literature.				History.				Civics.			
	Schools re- porting.	Male.	Female.	Total.	Schools re- porting.	Male.	Female.	Total.	Schools re- porting.	Male.	Female.	Total.
United States	1,529	16,958	22,713	39,671	1,566	16,644	21,834	38,478	1,110	9,144	10,132	19,277
North Atlantic Division	559	8,015	8,930	16,945	574	7,168	8,675	15,843	373	3,129	2,950	6,079
South Atlantic Division	276	2,404	3,899	6,303	294	3,108	3,745	6,853	191	1,706	1,907	3,613
South Central Division	275	2,846	3,358	6,204	275	2,753	3,220	5,973	216	1,188	2,075	4,213
North Central Division	308	2,687	4,908	7,595	313	2,825	4,729	7,554	235	1,654	2,415	4,069
Western Division	111	1,006	1,618	2,624	110	790	1,465	2,255	95	517	786	1,303
North Atlantic Division:												
Maine	30	436	586	1,022	32	335	495	830	26	147	146	293
New Hampshire	23	466	302	768	22	654	201	855	13	124	56	180
Vermont	15	103	205	308	17	163	191	354	13	57	77	134
Massachusetts	95	1,316	1,965	3,281	90	923	1,383	2,306	51	223	305	528
Rhode Island	11	185	183	368	11	205	170	375	5	86	64	150
Connecticut	50	739	989	1,728	56	581	747	1,278	25	89	118	207
New York	166	1,745	2,173	3,918	173	1,798	2,889	4,687	122	930	1,064	1,994
New Jersey	54	1,082	707	1,789	59	671	768	1,439	33	188	218	406
Pennsylvania	115	1,943	1,820	3,763	114	1,888	1,824	3,712	85	1,285	902	2,187
South Atlantic Division:												
Delaware	3	24	34	58	3	42	56	98	2	8	14	22
Maryland	40	312	775	1,087	39	437	694	1,131	25	134	170	304
District of Columbia	22	75	525	600	20	61	512	573	12	0	117	117
Virginia	59	421	545	966	65	676	575	1,251	31	227	193	420
West Virginia	14	140	239	379	15	159	265	424	11	188	215	403
North Carolina	68	969	801	1,770	80	1,075	727	1,802	64	886	675	1,561
South Carolina	22	137	229	366	19	260	267	527	16	128	136	264
Georgia	41	318	683	1,001	45	392	565	957	22	105	328	433
Florida	7	8	68	76	8	6	84	90	8	30	59	89
South Central Division:												
Kentucky	63	478	600	1,078	64	529	630	1,159	58	545	468	1,013
Tennessee	60	704	825	1,529	58	592	700	1,292	44	353	327	682
Alabama	26	226	302	528	25	195	258	453	16	187	244	431
Mississippi	30	410	399	809	26	298	289	587	28	330	301	631
Louisiana	20	162	296	462	24	203	470	673	11	66	120	186
Texas	53	682	737	1,419	54	716	691	1,407	42	476	468	944
Arkansas	17	184	137	321	17	183	135	318	10	138	110	248
Oklahoma	3	46	45	91	3	7	15	22	3	19	17	36
Indian Territory	3	10	17	27	4	30	32	62	4	22	20	42
North Central Division:												
Ohio	45	525	622	1,147	40	451	478	929	22	188	148	286
Indiana	24	270	553	823	24	250	533	783	15	101	178	279
Illinois	51	241	805	1,046	55	294	954	1,248	35	146	325	471
Michigan	18	171	335	506	21	158	408	566	17	170	266	406
Wisconsin	18	234	307	541	22	315	242	557	14	106	100	206
Minnesota	26	345	522	867	27	424	374	798	17	149	205	354
Iowa	32	243	437	680	32	237	430	667	30	249	392	641
Missouri	62	434	908	1,337	60	500	918	1,418	55	403	539	942
North Dakota	2	1	17	18	2	4	40	44	2	0	26	26
South Dakota	5	15	59	74	4	13	55	68	5	38	88	126
Nebraska	13	90	249	339	14	91	222	313	13	68	95	163
Kansas	12	118	99	217	11	88	75	163	10	86	83	169
Western Division:												
Montana	4	0	72	72	5	6	45	51	4	0	65	65
Wyoming	1	0	20	20	1	0	29	29	1	0	13	13
Colorado	6	11	96	107	6	25	95	120	6	22	62	84
New Mexico	2	35	0	35	2	25	0	25	2	26	0	26
Arizona	2	0	15	15	1	0	3	3	1	0	10	10
Utah	12	107	163	270	13	75	143	218	10	97	79	176
Nevada .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Idaho	3	12	48	75	2	5	23	27	3	17	29	46
Washington	13	112	195	307	12	72	94	166	12	107	66	173
Oregon	12	135	182	317	12	138	212	350	12	69	154	233
California	56	579	827	1,406	56	444	822	1,266	44	179	308	487

TABLE 24.—*Private high schools and academics—Proportion of male and female students, per cent of students pursuing certain courses, per cent of graduates, etc., in 1901-2.*

State or Territory.	Total number of secondary students.	Per cent of total number.					Per cent of graduates prepared for college.
		Male.	Female	College classical preparatory students.	College scientific preparatory students.	Graduates in 1902.	
United States.....	104,690	49.23	50.77	13.72	10.72	10.91	44.92
North Atlantic Division.....	39,793	52.52	47.48	16.29	14.05	14.05	48.67
South Atlantic Division.....	18,708	48.63	51.37	14.90	7.13	7.62	43.63
South Central Division.....	19,346	50.68	49.32	13.42	9.13	6.78	43.24
North Central Division.....	19,928	43.56	56.44	10.16	8.87	12.43	35.65
Western Division.....	6,915	44.15	55.85	6.70	10.85	8.87	46.09
North Atlantic Division:							
Maine.....	2,391	47.68	52.32	19.87	5.81	13.72	38.41
New Hampshire.....	2,013	68.95	31.05	10.88	9.69	13.67	61.98
Vermont.....	1,040	44.42	55.58	11.35	11.54	14.32	43.62
Massachusetts.....	5,975	47.15	52.85	25.97	13.42	16.46	56.45
Rhode Island.....	581	51.12	48.88	7.23	10.15	10.00	39.66
Connecticut.....	2,734	46.82	53.18	28.83	12.43	13.16	40.09
New York.....	10,508	45.42	54.58	13.78	13.77	13.93	45.25
New Jersey.....	4,049	57.96	42.04	19.96	28.77	12.67	58.92
Pennsylvania.....	10,502	60.91	39.09	11.88	12.63	14.05	43.78
South Atlantic Division:							
Delaware.....	133	51.13	48.87	19.54	16.54	13.53	88.88
Maryland.....	2,149	43.37	56.63	13.68	9.95	11.63	40.35
District of Columbia.....	1,008	17.95	82.05	7.44	4.27	8.43	20.60
Virginia.....	2,929	53.43	46.57	14.68	8.60	7.51	28.18
West Virginia.....	1,204	48.92	51.08	4.49	4.49	8.05	34.02
North Carolina.....	5,917	56.70	43.30	16.61	9.73	6.98	46.97
South Carolina.....	1,620	44.11	55.89	17.65	3.46	6.91	66.96
Georgia.....	3,334	47.42	52.58	17.82	3.42	6.42	40.19
Florida.....	414	26.81	73.19	10.63	0.43	4.59	47.37
South Central Division:							
Kentucky.....	3,621	48.96	51.04	13.59	6.49	7.57	39.78
Tennessee.....	4,744	51.72	48.28	17.62	9.36	6.54	47.42
Alabama.....	1,700	55.05	44.94	12.77	13.52	6.47	50.60
Mississippi.....	1,953	50.02	49.98	9.83	4.61	6.91	25.56
Louisiana.....	1,383	55.78	44.22	5.57	5.98	8.32	66.52
Texas.....	3,920	52.22	47.78	11.02	12.88	6.96	41.03
Arkansas.....	1,361	59.22	40.78	13.85	11.53	5.51	33.33
Oklahoma.....	148	47.29	52.71	47.39	0.00	0.67	100.00
Indian Territory.....	516	47.86	52.14	6.59	4.65	3.88	30.00
North Central Division:							
Ohio.....	2,571	42.75	57.25	8.40	10.39	13.07	42.45
Indiana.....	1,792	44.14	55.86	6.59	6.54	13.84	43.15
Illinois.....	2,855	34.01	65.99	9.00	6.83	11.60	38.64
Michigan.....	1,460	40.27	59.73	14.87	23.97	12.60	35.33
Wisconsin.....	1,399	47.75	52.25	19.51	10.86	14.87	40.87
Minnesota.....	2,052	54.65	45.35	9.94	9.41	14.18	46.39
Iowa.....	2,439	46.21	53.79	8.45	5.49	14.10	36.34
Missouri.....	3,679	45.66	54.34	7.35	6.25	8.78	32.20
North Dakota.....	70	14.28	85.72	14.29	0.00	6.86	100.00
South Dakota.....	205	37.53	62.44	23.90	0.97	14.15	51.72
Nebraska.....	716	33.80	66.20	12.43	8.24	12.85	52.72
Kansas.....	690	20.42	79.58	16.38	10.15	12.90	37.08
Western Division:							
Montana.....	156	5.12	94.88	29.55	16.03	5.77	0.60
Wyoming.....	37	21.62	78.38	0.00	0.00	21.62	0.00
Colorado.....	278	11.15	88.85	1.80	0.00	11.15	6.45
New Mexico.....	105	35.00	65.00	3.81	0.00	2.86	0.00
Arizona.....	56	3.56	96.44	8.93	3.57	3.57	0.00
Utah.....	2,137	4.07	95.93	2.06	9.59	4.07	48.23
Nevada.....							
Idaho.....	178	18.15	81.85	10.67	0.00	17.98	34.38
Washington.....	732	9.02	90.98	4.92	4.23	9.02	30.30
Oregon.....	858	10.49	89.51	11.66	17.13	10.49	52.22
California.....	2,378	10.35	89.65	8.58	14.30	12.03	40.56

TABLE 25.—Private high schools and academies—Percentages of secondary students pursuing certain studies in 1901-2.

State or Territory.	Per cent of total number of secondary students.								
	Latin.	Greek.	French.	Ger- man.	Alge- bra.	Geom- etry.	Trig- onom- etry.	Astr- onomy.	Phys- ics.
United States.....	46.64	7.85	24.39	20.53	50.63	25.65	5.14	5.73	17.01
North Atlantic Division...	51.68	11.03	38.27	28.74	53.45	31.86	5.22	5.63	17.33
South Atlantic Division....	48.63	7.25	21.42	11.31	53.30	21.52	5.45	4.73	16.11
South Central Division....	40.41	5.22	10.03	7.54	53.68	22.87	5.96	5.34	17.56
North Central Division....	45.47	6.20	14.89	26.90	42.43	21.58	4.08	6.53	18.02
Western Division.....	32.91	3.31	20.10	16.21	42.30	20.52	4.60	7.80	13.07
North Atlantic Division:									
Maine.....	40.44	14.26	25.05	5.02	46.51	25.97	0.20	9.28	18.86
New Hampshire.....	54.40	17.98	42.52	13.41	57.58	41.63	4.12	5.17	18.43
Vermont.....	45.67	8.37	28.27	8.94	41.06	22.98	1.35	7.60	17.50
Massachusetts.....	58.86	14.61	53.03	25.61	53.47	35.00	3.95	4.30	16.62
Rhode Island.....	51.98	17.56	64.72	16.87	65.40	48.02	8.43	5.51	24.27
Connecticut.....	62.84	16.68	39.17	33.91	51.65	30.87	3.84	6.95	14.12
New York.....	44.88	7.01	44.72	30.54	46.44	29.30	5.81	5.68	16.47
New Jersey.....	58.19	13.95	39.54	40.43	60.29	34.65	7.29	5.43	15.16
Pennsylvania.....	51.64	8.25	24.41	33.84	59.62	31.26	6.96	5.12	19.32
South Atlantic Division:									
Delaware.....	72.93	6.77	72.18	24.06	78.95	27.82	9.02	0.00	21.05
Maryland.....	67.89	8.12	49.74	33.55	67.15	36.85	8.45	6.56	23.45
District of Columbia....	40.08	4.46	79.76	19.15	47.12	23.41	6.55	15.18	22.32
Virginia.....	52.68	2.97	20.68	8.33	53.06	22.77	7.34	4.34	20.60
West Virginia.....	49.75	20.02	24.25	25.08	57.48	25.08	13.79	9.80	17.11
North Carolina.....	40.65	7.28	9.60	4.31	46.07	14.63	3.67	3.16	12.66
South Carolina.....	36.54	6.05	18.09	8.95	48.58	16.11	5.06	4.20	13.83
Georgia.....	56.12	7.56	7.74	6.15	61.10	24.21	2.37	2.22	13.62
Florida.....	30.92	4.11	5.07	0.97	36.96	14.02	0.24	3.86	9.18
South Central Division:									
Kentucky.....	38.36	4.88	7.01	12.59	52.19	16.57	5.03	6.46	13.01
Tennessee.....	46.31	7.41	4.61	4.97	49.72	19.66	4.04	3.14	10.13
Alabama.....	46.82	5.17	7.82	5.05	64.23	30.94	9.47	8.47	25.94
Mississippi.....	31.18	2.61	6.81	0.15	52.07	22.32	7.61	3.32	29.68
Louisiana.....	38.46	1.80	61.46	2.16	52.71	19.81	8.31	14.46	22.84
Texas.....	36.09	5.35	7.98	13.49	62.06	35.25	7.85	5.07	23.39
Arkansas.....	53.19	6.83	2.71	6.02	52.53	16.09	3.82	1.68	12.05
Oklahoma.....	45.27	6.75	1.35	25.00	40.54	21.62	5.40	2.02	7.43
Indian Territory.....	17.24	0.77	0.00	0.00	17.44	4.65	0.00	3.48	5.62
North Central Division:									
Ohio.....	51.38	9.80	23.18	33.87	37.72	24.19	5.20	8.20	17.58
Indiana.....	49.88	7.92	15.68	28.29	48.32	28.79	8.03	8.76	16.40
Illinois.....	55.23	5.98	22.03	30.22	41.15	18.80	3.36	7.70	20.49
Michigan.....	45.82	4.45	23.15	22.60	40.82	22.07	3.83	2.26	16.71
Wisconsin.....	43.17	10.43	15.43	41.74	37.16	27.08	1.50	2.50	18.01
Minnesota.....	38.40	5.26	12.52	34.74	41.66	24.51	1.12	3.55	13.59
Iowa.....	36.77	3.97	1.92	18.32	37.06	16.44	1.59	5.41	17.87
Missouri.....	40.50	4.18	11.33	17.64	52.18	18.53	6.79	7.88	19.59
North Dakota.....	82.85	0.00	37.14	28.57	50.00	21.42	5.71	4.28	10.28
South Dakota.....	40.48	7.31	5.36	19.02	38.53	18.04	0.00	8.29	14.63
Nebraska.....	42.73	5.16	14.24	22.06	34.21	18.99	3.77	5.86	16.75
Kansas.....	52.89	6.95	6.95	25.79	42.17	21.88	2.60	12.89	24.49
Western Division:									
Montana.....	69.23	0.00	34.61	30.76	49.35	20.51	6.41	22.43	16.02
Wyoming.....	0.00	0.00	0.00	0.00	78.37	54.05	0.00	21.62	21.62
Colorado.....	26.25	1.43	21.58	14.02	35.97	14.38	0.00	4.67	12.23
New Mexico.....	3.80	3.80	0.00	0.00	20.00	3.80	3.80	23.80	0.95
Arizona.....	21.42	0.00	0.00	0.00	8.92	10.71	0.00	3.57	12.50
Utah.....	13.10	0.70	3.74	9.26	26.76	10.48	3.27	4.11	6.13
Nevada.....									
Idaho.....	30.33	2.80	11.23	20.78	69.10	21.47	0.00	5.61	11.79
Washington.....	27.78	2.45	12.84	16.39	34.01	19.94	3.68	11.20	11.88
Oregon.....	56.87	11.42	19.11	35.19	50.00	20.04	7.69	5.59	10.13
California.....	44.32	3.57	38.73	15.86	55.50	30.90	5.92	9.62	21.15

TABLE 26.—*Private high schools and academies—Percentages of secondary students pursuing certain studies in 1901-2.*

State or Territory.	Per cent of total number of secondary students.								
	Chem-istry.	Phys-ical geograp-hy.	Geol-ogy.	Physi-ology.	Psy-chology.	Rhet-oric.	Engl-ish litera-ture.	His-tory.	Civics.
United States.....	9.48	20.42	5.42	24.45	6.17	36.79	37.89	36.75	18.41
North Atlantic Division...	10.65	16.36	4.65	17.98	5.25	39.89	42.58	39.81	15.28
South Atlantic Division...	9.06	25.43	4.27	30.32	6.94	35.59	33.69	36.63	19.31
South Central Division...	7.10	23.06	6.79	32.12	6.43	34.35	32.06	30.87	21.77
North Central Division...	9.17	20.88	6.50	24.40	7.26	35.54	33.11	37.91	20.42
Western Division.....	9.24	21.42	5.71	24.61	5.42	35.55	37.95	32.61	18.84
North Atlantic Division:									
Maine.....	10.71	18.49	8.03	13.63	7.19	32.25	42.74	34.71	12.29
New Hampshire.....	9.79	11.48	2.83	11.26	1.54	36.86	38.15	42.82	8.94
Vermont.....	6.44	19.90	6.54	17.31	6.73	37.69	29.62	34.04	12.83
Massachusetts.....	10.74	12.07	4.52	13.24	4.25	44.57	54.91	38.59	8.84
Rhode Island.....	13.05	34.42	3.96	38.72	16.70	63.63	63.33	64.54	25.82
Connecticut.....	7.57	14.08	4.28	17.77	4.21	44.33	63.20	46.74	7.57
New York.....	12.30	19.01	5.91	19.88	4.01	40.80	37.28	44.60	18.98
New Jersey.....	10.20	13.60	2.89	14.69	2.27	40.07	44.18	35.53	10.03
Pennsylvania.....	10.34	16.91	3.67	21.30	7.96	34.66	35.83	35.35	20.82
South Atlantic Division:									
Delaware.....	24.81	12.03	0.00	42.85	0.00	75.93	43.61	73.68	16.54
Maryland.....	15.82	26.66	2.84	29.45	12.75	50.16	50.58	52.62	14.15
District of Columbia.....	14.19	17.46	10.02	17.75	9.32	42.46	59.52	56.84	11.61
Virginia.....	10.21	20.18	6.08	22.94	3.50	36.94	32.97	42.71	14.34
West Virginia.....	17.19	42.19	16.19	31.72	13.03	33.55	31.47	35.22	33.47
North Carolina.....	6.13	25.79	3.04	37.65	6.64	31.89	29.91	30.45	26.38
South Carolina.....	7.10	20.18	1.60	29.01	4.87	24.51	22.59	32.53	16.30
Georgia.....	8.22	28.07	2.01	26.69	5.55	34.85	30.02	28.70	12.98
Florida.....	3.62	25.36	1.93	39.37	3.14	28.74	18.36	21.74	21.50
South Central Division:									
Kentucky.....	7.59	20.05	6.98	30.18	5.30	38.93	29.77	32.00	27.97
Tennessee.....	3.05	15.21	7.54	29.11	5.01	27.33	32.23	27.23	14.37
Alabama.....	11.47	26.94	9.11	34.58	9.00	34.85	31.05	26.64	25.35
Mississippi.....	3.84	24.32	3.17	33.69	3.07	36.14	41.42	30.05	32.30
Louisiana.....	14.75	33.40	6.43	32.24	7.88	38.25	29.06	43.65	13.44
Texas.....	10.63	29.43	7.80	35.43	10.81	39.05	36.19	35.89	24.03
Arkansas.....	3.74	30.63	4.48	38.79	4.33	33.94	23.58	23.36	18.22
Oklahoma.....	2.02	13.51	10.81	16.89	8.10	47.97	61.43	14.86	24.32
Indian Territory.....	1.74	1.93	2.71	20.73	1.55	10.85	5.23	12.01	8.13
North Central Division:									
Ohio.....	8.67	21.15	5.91	17.96	6.33	34.73	44.61	36.13	11.12
Indiana.....	13.67	18.91	7.42	27.90	6.86	44.92	45.92	43.69	15.56
Illinois.....	11.62	16.95	5.77	25.67	6.47	34.25	36.63	43.71	16.49
Michigan.....	8.15	12.87	3.63	20.54	11.02	41.91	34.65	38.76	27.80
Wisconsin.....	5.14	22.94	6.07	20.80	3.14	38.02	38.67	39.81	14.72
Minnesota.....	7.11	18.66	3.26	17.88	4.67	41.95	42.25	38.88	17.25
Iowa.....	5.08	23.57	8.48	28.65	5.98	26.77	27.88	27.34	26.23
Missouri.....	10.98	24.35	8.83	27.01	10.43	30.63	36.34	38.54	25.60
North Dakota.....	7.14	28.57	5.71	75.71	4.28	25.71	25.71	62.85	30.71
South Dakota.....	0.00	23.90	15.60	46.34	9.26	39.51	36.09	33.17	61.46
Nebraska.....	5.02	19.69	3.07	19.97	5.44	37.15	47.34	43.71	22.76
Kansas.....	17.68	32.02	10.14	32.60	12.02	36.81	31.44	23.62	24.49
Western Division:									
Montana.....	14.12	41.46	14.10	40.38	7.69	50.00	48.15	32.69	41.90
Wyoming.....	0.00	43.24	0.00	35.13	0.00	32.43	54.05	78.37	35.13
Colorado.....	9.71	34.89	12.58	18.84	5.39	24.46	38.48	43.16	30.21
New Mexico.....	0.00	27.61	28.57	38.09	0.00	33.33	33.33	23.80	24.76
Arizona.....	14.28	16.07	14.28	16.07	3.57	12.50	26.73	5.35	17.85
Utah.....	5.70	18.39	2.71	13.10	7.43	21.89	12.63	10.20	8.23
Nevada.....									
Idaho.....	7.30	22.47	12.35	28.65	4.49	48.87	42.13	15.16	25.84
Washington.....	3.41	16.39	8.19	29.23	9.28	27.59	41.98	22.67	23.63
Oregon.....	15.15	20.27	3.61	31.98	4.07	33.33	36.94	40.79	25.99
California.....	12.28	22.62	5.42	29.35	3.15	51.09	59.12	53.23	20.48

TABLE 27.—Private high schools and academies—Equipment, income, benefactions, and endowments, 1901-2.

State or Territory.	Libraries.		Grounds, buildings, scientific apparatus, etc.		State and municipal aid.		Tuition fees.		Productive funds.		Income from other sources and unclassified.		Total income from all sources.		Benefactions.		Total money value of endowment.	
	Schools re-	Volumes.	Schools re-	Amount.	Schools re-	Amount.	Schools re-	Amount.	Schools re-	Amount.	Schools re-	Amount.	Schools re-	Amount.	Schools re-	Amount.	Schools re-	Amount.
United States	1,422	1,961,494	1,328	\$63,276,279	206	\$135,478	1,089	\$6,554,315	266	\$1,600,151	110	\$1,296,702	1,142	\$9,583,676	174	\$980,635	214	\$31,463,453
North Atlantic Division:																		
Maine.....	26	28,063	26	733,668	22	17,640	23	28,188	23	28,295	9	10,980	24	85,103	8	22,388	15	426,470
New Hampshire	25	58,140	21	913,744	1	550	15	64,270	14	51,391	5	34,258	17	150,479	2	6,150	11	823,563
Vermont.....	16	19,974	14	460,000	0	75	14	46,929	12	14,829	6	7,903	14	69,736	3	3,150	10	305,920
Massachusetts	76	141,639	69	6,893,036	5	2,319	63	895,487	25	137,665	22	106,533	69	1,142,004	15	183,554	26	3,490,418
Rhode Island.....	7	8,900	8	323,000	0	0	7	42,938	0	6,138	2	6,138	7	49,752	1	2,000	1	18,450
Connecticut.....	42	62,872	35	2,124,570	2	3,000	27	145,334	8	44,152	9	109,675	28	302,161	1	1,000	9	1,024,000
New York.....	172	314,669	138	12,200,485	30	7,347	102	1,054,180	23	77,670	44	234,742	11	1,373,989	13	142,730	18	1,001,373
New Jersey.....	46	68,379	42	2,610,376	1	1,200	35	401,345	7	21,262	13	31,297	36	455,044	5	17,258	5	463,000
Pennsylvania.....	101	163,482	79	8,989,820	2	2,800	79	817,345	18	901,164	26	109,406	82	1,830,715	9	26,198	19	17,901,385
South Atlantic Division:																		
Delaware.....	3	4,200	3	145,000	0	0	2	24,500	0	3,040	0	1,175	2	28,715	0	0	0	0
Maryland.....	34	64,056	29	2,460,300	0	19,300	23	355,242	6	70,700	5	5,790	28	451,032	1	28,000	6	3,563,675
District of Columbia	16	34,050	12	823,200	0	0	9	136,950	0	2,000	1	1,200	10	140,150	0	0	1	70,000
Virginia.....	44	39,019	53	1,153,516	4	1,625	44	129,081	4	1,206	14	16,411	45	148,143	2	1,804	2	2,332
West Virginia.....	12	23,155	9	628,200	0	0	12	46,256	0	1,300	4	3,150	12	59,706	2	10,100	1	1,800
North Carolina.....	64	43,827	91	676,950	20	5,112	70	129,684	8	2,884	26	19,947	73	157,627	6	25,717	3	31,300
South Carolina.....	18	16,424	20	332,250	3	741	14	11,632	4	8,250	5	7,100	15	33,732	6	27,787	3	155,300
Georgia.....	41	21,009	51	972,334	24	16,533	43	73,973	10	13,073	16	48,822	46	160,401	0	8,167	8	212,475
Florida.....	7	4,593	6	115,000	1	115,000	4	2,245	2	1,030	4	6,512	0	10,407	0	0	0	0
South Central Division:																		
Kentucky.....	64	68,520	66	865,100	8	6,356	50	114,978	7	5,965	16	25,618	51	152,917	4	28,300	3	34,975
Tennessee.....	61	47,690	69	821,975	32	15,102	39	146,616	5	4,480	25	50,017	66	216,265	5	19,360	3	30,360
Alabama.....	23	22,539	23	579,450	10	4,643	27	47,962	3	4,620	7	40,311	38	97,366	4	47,019	1	137,809
Mississippi.....	23	18,685	33	337,500	15	9,735	29	39,135	2	3,750	9	21,412	31	71,032	4	2,350	2	5,000
Louisiana.....	20	19,183	20	248,000	7	6,968	16	76,711	1	3,650	10	900	17	81,851	0	14,800	1	54,000
Texas.....	46	46,334	45	1,445,000	2	6,468	33	127,588	1	10,325	11	38,950	34	183,831	3	14,800	3	135,000
Arkansas.....	20	15,800	20	167,700	4	2,632	13	36,109	2	1,200	6	5,400	18	45,402	3	2,900	0	0

TABLE 27.—Private high schools and academies—Equipment, income, benefactions, and endowments, 1901-2—Continued.

State or Territory.	Libraries.		Grounds, build- ings, scientific apparatus, etc.		State and municipal aid.		Tuition fees.		Productive funds.		Income from other sources and unclassified.		Total income from all sources.		Benefactions.		Total money value of endowment.	
	Schools re- porting.	Volumes.	Schools re- porting.	Amount.	Schools re- porting.	Amount.	Schools re- porting.	Amount.	Schools re- porting.	Amount.	Schools re- porting.	Amount.	Schools re- porting.	Amount.	Schools re- porting.	Amount.	Schools re- porting.	Amount.
South Central Division— Continued.																		
Oklahoma.....	3	3,075	3	\$79,400	0	\$3,100	1	\$200	3	\$11,010	3	\$14,310	1	\$10,000	1	\$1,200	0	0
Indian Territory.....	5	705	6	89,500	0	10,101	1	650	3	6,608	5	17,359	2	353	0	0	0	0
North Central Division:																		
Ohio.....	36	64,577	21	893,950	0	139,114	2	8,950	11	33,375	21	176,439	7	69,000	2	80,000	2	80,000
Illinois.....	20	42,600	16	918,500	0	40,732	4	1,350	4	800	13	42,932	3	14,000	6	34,900	0	34,900
Indiana.....	49	74,534	44	2,632,250	1	209,954	10	11,575	13	21,283	36	247,812	8	63,200	11	247,100	0	247,100
Michigan.....	15	32,418	13	701,487	0	152,672	2	1,050	3	18,809	9	172,612	3	1,450	3	92,324	0	92,324
Wisconsin.....	21	51,180	15	1,062,462	0	82,983	7	11,272	5	13,622	14	107,277	3	68,675	4	141,025	0	141,025
Minnesota.....	24	36,650	19	1,081,200	0	64,110	6	27,540	5	16,257	18	109,757	1	20,000	5	338,150	0	338,150
Iowa.....	33	42,148	30	793,538	0	142,913	8	3,803	14	27,316	26	87,353	9	13,302	5	132,450	0	132,450
Missouri.....	66	88,606	60	1,732,550	1	400	40	8,340	18	33,835	42	203,488	8	20,715	7	116,200	0	116,200
North Dakota.....	2	1,400	2	60,000	0	4,000	0	0	1	2,000	2	6,000	0	1,200	0	0	0	0
South Dakota.....	5	7,400	5	132,000	0	38,500	2	2,020	2	3,700	4	44,220	3	4,400	2	40,200	0	40,200
Nebraska.....	14	15,847	14	651,000	0	37,973	5	2,898	6	12,286	11	53,157	3	16,710	5	47,900	0	47,900
Kansas.....	11	11,600	10	366,288	0	38,375	4	5,183	7	14,967	9	69,525	3	35,258	5	206,606	0	206,606
Western Division:																		
Montana.....	4	5,400	4	261,000	0	3,091	1	1,000	2	11,000	2	15,091	0	0	0	0	0	0
Wyoming.....	1	500	1	60,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Colorado.....	6	4,086	3	160,030	0	3,200	2	2,150	1	800	2	6,150	0	0	1	3,200	0	3,200
New Mexico.....	2	2,600	1	36,000	0	5,000	0	0	0	0	1	5,000	0	0	0	0	0	0
Arizona.....	1	200	0	20,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Utah.....	13	19,442	13	876,500	0	149,356	2	6,400	7	71,500	12	227,256	5	14,550	2	38,000	0	38,000
Nevada.....																		
Idaho.....	4	3,500	4	117,000	0	3,515	1	500	3	7,000	3	11,015	1	3,000	0	0	0	0
Washington.....	13	8,140	10	243,000	0	41,879	3	8,533	3	3,311	8	53,723	3	5,400	3	150,000	0	150,000
Oregon.....	13	12,721	12	1,100,000	0	97,255	2	75,150	4	10,635	10	183,040	2	190	0	0	0	0
California.....	52	70,382	34	2,365,600	1	224,410	1	7,800	4	10,200	23	217,410	1	10,000	0	0	0	0

TABLE 23.—Denominational and nonsectarian schools included in the tables of private high schools and academies, 1901-2.

State or Territory.	Nonsectarian.			Baptist.			Congrega- tional.			Episcopal.			Friends.		
	Schools.	Instructors.	Students.	Schools.	Instructors.	Students.	Schools.	Instructors.	Students.	Schools.	Instructors.	Students.	Schools.	Instructors.	Students.
United States.....	912	4,807	50,574	93	466	7,039	45	215	2,787	89	653	4,747	51	268	3,146
North Atlantic Division.....	408	2,751	23,195	18	140	1,854	12	60	845	38	301	2,181	25	180	2,067
South Atlantic Division.....	193	779	9,966	30	126	2,240	4	12	151	13	64	513	8	35	297
South Central Division.....	183	568	9,839	31	110	1,645	10	49	678	9	44	399	1	3	29
North Central Division.....	102	617	6,148	14	90	1,300	15	69	914	21	181	1,241	17	50	782
Western Division.....	26	152	1,426	0	0	0	4	25	199	8	63	413	0	0	0
North Atlantic Division:															
Maine.....	21	80	1,356	5	44	665	2	5	123	0	0	0	1	7	75
New Hampshire.....	13	52	844	2	20	269	3	8	58	3	46	400	0	0	0
Vermont.....	9	38	534	3	22	248	2	7	115	0	0	0	0	0	0
Massachusetts.....	77	550	4,142	0	0	0	3	37	519	6	55	351	0	0	0
Rhode Island.....	5	34	146	0	0	0	0	0	0	1	5	24	0	0	0
Connecticut.....	46	240	2,041	1	4	101	2	3	30	7	65	324	0	0	0
New York.....	115	940	5,983	2	10	186	0	0	0	14	85	684	4	30	167
New Jersey.....	46	323	2,811	2	24	158	0	0	0	2	9	91	4	13	108
Pennsylvania.....	76	496	5,338	3	16	227	0	0	0	5	36	307	16	130	1,717
South Atlantic Division:															
Delaware.....	2	10	71	0	0	0	0	0	0	0	0	0	1	7	62
Maryland.....	26	169	1,334	0	0	0	0	0	0	3	13	56	3	11	95
District of Columbia.....	15	111	555	0	0	0	0	0	0	1	15	25	1	13	59
Virginia.....	40	145	1,537	4	12	129	0	0	0	5	20	177	1	1	5
West Virginia.....	8	21	490	1	9	83	0	0	0	0	0	0	0	0	0
North Carolina.....	58	173	3,552	11	35	726	1	3	36	3	14	190	2	3	46
South Carolina.....	9	42	609	4	32	440	0	0	0	0	0	0	0	0	0
Georgia.....	34	106	1,793	9	31	692	3	9	115	0	0	0	0	0	0
Florida.....	1	2	25	1	7	170	0	0	0	1	2	25	0	0	0
South Central Division:															
Kentucky.....	38	120	1,673	9	38	409	0	0	0	3	12	72	0	0	0
Tennessee.....	49	144	2,788	5	9	237	2	7	109	3	19	143	1	3	20
Alabama.....	21	58	991	4	14	274	3	14	133	2	4	42	0	0	0
Mississippi.....	22	60	1,125	3	5	89	1	4	180	0	0	0	0	0	0
Louisiana.....	14	44	619	1	2	39	0	0	0	0	0	0	0	0	0
Texas.....	28	101	1,887	2	23	321	1	7	37	1	9	142	0	0	0
Arkansas.....	10	38	721	6	16	257	1	4	90	0	0	0	0	0	0
Oklahoma.....	0	0	0	0	0	0	2	13	129	0	0	0	0	0	0
Indian Territory.....	1	3	35	1	3	19	0	0	0	0	0	0	0	0	0
North Central Division:															
Ohio.....	22	160	1,331	0	0	0	0	0	0	3	28	173	2	8	102
Indiana.....	4	41	482	1	5	85	0	0	0	2	15	119	5	12	244
Illinois.....	21	133	949	3	23	322	2	7	116	3	17	105	1	4	77
Michigan.....	8	67	820	0	0	0	1	5	45	1	8	26	1	5	62
Wisconsin.....	4	17	170	1	13	89	2	9	91	4	45	340	0	0	0
Minnesota.....	6	37	317	1	10	190	1	5	36	3	21	242	0	0	0
Iowa.....	8	50	770	2	15	137	3	16	128	0	0	0	4	11	158
Missouri.....	29	112	1,309	4	12	209	2	7	184	1	9	32	0	0	0
North Dakota.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
South Dakota.....	0	0	0	0	0	0	1	4	50	1	12	45	0	0	0
Nebraska.....	0	0	0	0	0	0	2	11	173	2	17	87	1	4	41
Kansas.....	0	0	0	2	12	268	1	5	91	1	9	72	3	6	78
Western Division:															
Montana.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Wyoming.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Colorado.....	0	0	0	0	0	0	0	0	0	1	7	58	0	0	0
New Mexico.....	1	2	10	0	0	0	0	0	0	0	0	0	0	0	0
Arizona.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Utah.....	0	0	0	0	0	0	1	4	29	1	8	85	0	0	0
Nevada.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Idaho.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Washington.....	1	3	118	0	0	0	2	8	75	2	13	84	0	0	0
Oregon.....	2	16	502	0	0	0	0	0	0	1	6	35	0	0	0
California.....	22	131	796	0	0	0	1	13	95	3	29	151	0	0	0

TABLE 23.—Denominational schools included in the tables of private high schools and academies, 1901-2.

State or Territory.	Lutheran.			Methodist.			Methodist Episcopal South.			Presbyterian.			Roman Catholic.			Other denominations.		
	Schools.	Instructors.	Students.	Schools.	Instructors.	Students.	Schools.	Instructors.	Students.	Schools.	Instructors.	Students.	Schools.	Instructors.	Students.	Schools.	Instructors.	Students.
United States	30,140	2,077	78,469	5,856	31,143	2,710	82,351	4,076	369,1,946	16,786	55,385	4,892						
North Atlantic Division...	7	40	474	14,159	1,701	0	0	0	9	53	611	99	556	5,385	20	174	1,480	
South Atlantic Division...	4	8	143	22,113	1,852	10	43	808	25,109	1,159	35	163	1,227	6	29	352		
South Central Division...	1	2	71	23,771	1,014	16	83	1,638	28,86	1,121	53	268	2,485	9	34	436		
North Central Division...	17	85	1,316	15,93	1,136	4	16	249	11,65	760	116	675	5,426	11	58	676		
Western Division	1	5	73	4	27	153	1	1	15	9	38	425	66	284	2,263	9	90	1,948
North Atlantic Division:																		
Maine.....	0	0	0	1	9	85	0	0	0	0	0	2	9	87	0	0	0	0
New Hampshire.....	0	0	0	1	12	77	0	0	0	0	0	5	15	315	1	3	50	
Vermont.....	0	0	0	1	10	76	0	0	0	0	0	2	9	67	0	0	0	0
Massachusetts.....	0	0	0	1	12	153	0	0	0	0	0	13	61	487	4	39	323	
Rhode Island.....	0	0	0	1	10	135	0	0	0	0	0	5	26	276	0	0	0	0
Connecticut.....	0	0	0	0	0	0	0	0	0	0	0	4	30	231	1	1	7	
New York.....	3	17	114	4	40	497	0	0	1	6	54	46	236	2,531	5	59	292	
New Jersey.....	1	6	50	2	32	277	0	0	3	23	236	8	53	318	0	0	0	0
Pennsylvania.....	3	17	310	3	34	401	0	0	5	24	321	14	117	1,073	9	72	808	
South Atlantic Division:																		
Delaware.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Maryland.....	0	0	0	1	11	186	0	0	2	4	25	11	54	413	0	0	0	0
District of Columbia...	0	0	0	0	0	0	0	0	0	0	0	6	50	339	0	0	0	0
Virginia.....	1	1	14	5	54	460	1	6	70	6	35	311	5	15	76	2	13	150
West Virginia.....	0	0	0	2	10	487	0	0	2	7	64	2	16	80	0	0	0	0
North Carolina.....	3	7	129	7	16	379	5	15	401	7	22	300	1	3	25	3	14	133
South Carolina.....	0	0	0	2	7	103	0	0	6	28	333	2	6	96	1	2	69	
Georgia.....	0	0	0	3	7	180	4	22	337	2	13	156	2	6	61	0	0	0
Florida.....	0	0	0	2	8	57	0	0	0	0	0	6	13	137	0	0	0	0
South Central Division:																		
Kentucky.....	0	0	0	6	20	162	1	6	53	8	23	260	17	73	616	7	29	376
Tennessee.....	0	0	0	9	26	495	4	19	499	6	11	236	2	16	184	1	2	33
Alabama.....	0	0	0	0	0	0	1	6	114	2	7	83	3	8	63	0	0	0
Mississippi.....	0	0	0	2	7	128	0	0	0	3	19	151	6	20	253	1	3	27
Louisiana.....	0	0	0	1	2	19	0	0	1	3	26	11	68	680	0	0	0	0
Texas.....	1	2	71	4	17	192	4	21	411	5	14	254	11	69	605	0	0	0
Arkansas.....	0	0	0	1	5	18	3	13	180	1	4	30	2	10	65	0	0	0
Oklahoma.....	0	0	0	0	0	0	0	0	0	0	0	1	4	19	0	0	0	0
Indian Territory.....	0	0	0	0	0	0	3	15	381	2	5	81	0	0	0	0	0	0
North Central Division:																		
Ohio.....	0	0	0	1	5	71	0	0	0	1	6	20	16	96	781	2	12	83
Indiana.....	0	0	0	0	0	0	0	0	0	0	0	13	82	687	1	8	175	
Illinois.....	2	13	173	3	14	178	0	0	3	12	135	17	83	637	3	20	133	
Michigan.....	0	0	0	1	4	58	0	0	1	9	73	9	60	376	0	0	0	0
Wisconsin.....	2	5	50	1	5	61	0	0	1	9	119	7	55	479	0	0	0	0
Minnesota.....	5	23	492	1	7	34	0	0	0	0	0	11	80	741	0	0	0	0
Iowa.....	4	21	255	1	12	150	0	0	1	7	144	12	62	593	1	4	74	
Missouri.....	2	10	192	5	40	518	4	15	249	2	8	70	18	103	777	3	10	139
North Dakota.....	0	0	0	0	0	0	0	0	0	0	0	2	8	7	0	0	0	0
South Dakota.....	1	5	38	1	5	50	0	0	0	0	0	1	4	22	0	0	0	0
Nebraska.....	1	5	86	1	1	16	0	0	1	7	124	8	37	189	0	0	0	0
Kansas.....	0	0	0	0	0	0	0	0	1	7	65	2	5	74	1	4	42	
Western Division:																		
Montana.....	0	0	0	0	0	0	1	1	15	0	0	4	17	141	0	0	0	0
Wyoming.....	0	0	0	0	0	0	0	0	0	0	0	1	4	37	0	0	0	0
Colorado.....	0	0	0	0	0	0	0	0	1	3	37	4	19	183	0	0	0	0
New Mexico.....	0	0	0	0	0	0	0	0	0	0	0	2	7	95	0	0	0	0
Arizona.....	0	0	0	0	0	0	0	0	0	0	0	2	12	56	0	0	0	0
Utah.....	0	0	0	1	1	4	0	0	4	17	179	2	8	85	5	71	1,755	
Nevada.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Idaho.....	0	0	0	0	0	0	0	0	1	6	62	1	5	50	2	6	66	
Washington.....	1	5	73	1	3	39	0	0	2	6	81	5	15	166	1	9	96	
Oregon.....	0	0	0	2	23	110	0	0	0	0	0	10	50	211	0	0	0	0
California.....	0	0	0	0	0	0	0	0	1	6	66	35	147	1,239	1	4	31	

TABLE 30.—Averages of number of teachers, students, and graduates to the public high school, and like averages for the private high school and academy, 1901-2.

State or Territory.	Public high schools.					Private high schools.				
	Teachers to a school.	Secondary students to a school.	Secondary students to a teacher.	Elementary pupils to a school.	Graduates to a school.	Teachers to a school.	Secondary students to a school.	Secondary students to a teacher.	Elementary pupils to a school.	Graduates to a school.
United States	3.6	87.5	24.6	18.7	10.5	5.3	54.1	10.5	71.3	6.2
North Atlantic Division	4.9	122.6	24.8	17.1	14.8	6.7	61.2	9.0	58.9	8.6
South Atlantic Division	2.9	64.1	22.2	32.7	7.2	4.2	53.4	12.6	68.1	4.0
South Central Division	2.6	57.6	22.6	28.9	5.5	3.3	58.1	14.5	81.7	3.6
North Central Division	3.2	79.9	25.1	15.7	10.1	5.7	58.1	9.9	68.6	7.2
Western Division	4.2	100.6	23.9	16.6	10.9	5.3	53.9	10.0	112.4	4.7
North Atlantic Division:										
Maine.....	2.4	61.2	25.1	7.3	8.4	4.7	74.6	15.4	7.5	10.2
New Hampshire.....	3.4	65.4	19.5	5.9	9.5	5.5	71.8	12.9	80.3	9.3
Vermont.....	2.7	63.7	23.3	10.9	9.1	4.9	61.1	12.3	62.0	8.7
Massachusetts.....	6.9	160.9	23.2	24.0	23.3	7.2	57.4	7.9	75.3	9.4
Rhode Island.....	7.8	167.5	21.5	7.4	17.5	6.2	48.4	7.7	152.3	4.8
Connecticut.....	5.2	115.7	22.1	8.5	16.0	5.6	44.8	8.0	15.2	5.9
New York.....	6.2	169.8	27.3	34.0	14.8	7.3	54.1	7.3	68.6	7.5
New Jersey.....	6.2	129.8	21.0	8.5	15.4	7.1	59.5	8.3	39.9	7.5
Pennsylvania.....	3.4	88.3	26.1	6.2	13.0	7.0	78.3	11.1	60.8	11.0
South Atlantic Division:										
Delaware.....	3.7	90.6	24.7	8.3	12.3	5.7	44.3	7.1	51.3	6.0
Maryland.....	4.0	92.0	22.9	44.3	10.0	5.6	46.7	8.0	44.3	5.4
District of Columbia.....	24.6	477.0	19.4	0.0	70.9	8.2	43.8	5.3	50.4	3.6
Virginia.....	2.7	64.4	24.0	27.1	6.8	4.7	41.8	9.7	41.3	3.1
West Virginia.....	2.9	61.7	21.6	10.1	8.6	4.2	80.0	19.1	69.1	6.4
North Carolina.....	2.1	44.6	21.6	32.1	4.9	3.0	58.5	19.4	66.3	4.0
South Carolina.....	2.0	43.3	21.2	34.7	4.8	4.8	67.5	13.8	58.7	4.6
Georgia.....	2.2	52.3	23.9	40.0	5.4	3.4	58.4	17.1	115.0	3.7
Florida.....	2.4	47.5	20.0	31.2	3.0	2.7	37.6	12.6	161.7	1.7
South Central Division:										
Kentucky.....	3.0	67.4	22.8	17.9	8.0	3.6	40.6	11.2	73.5	3.0
Tennessee.....	2.2	52.3	24.2	39.3	5.7	3.1	57.8	18.5	85.4	3.7
Alabama.....	2.6	51.8	19.7	49.7	3.9	3.0	47.2	15.3	80.3	3.0
Mississippi.....	2.1	41.5	19.3	38.5	3.0	3.1	51.3	16.5	103.7	3.5
Louisiana.....	3.8	73.4	19.3	32.9	7.4	4.2	49.0	11.6	74.8	4.1
Texas.....	2.6	63.9	25.0	22.0	5.9	4.6	68.7	14.8	99.4	4.7
Arkansas.....	2.2	48.9	22.6	9.1	5.1	3.7	56.7	15.1	70.5	3.1
Oklahoma.....	3.2	62.7	19.7	2.9	4.4	5.6	49.3	8.7	36.0	0.3
Indian Territory.....	2.3	48.0	21.0	101.1	2.6	4.1	73.7	17.7	127.1	2.8
North Central Division:										
Ohio.....	2.6	65.2	25.4	23.8	8.7	6.7	54.7	8.1	50.6	7.1
Indiana.....	3.1	71.4	23.4	13.0	8.9	6.2	68.9	10.9	82.4	9.5
Illinois.....	4.5	117.4	26.4	7.5	14.5	5.6	49.2	8.7	60.5	5.5
Michigan.....	3.9	98.2	25.0	15.6	11.0	7.2	66.3	9.3	117.4	8.3
Wisconsin.....	3.8	91.7	24.3	6.4	12.0	7.2	63.5	9.2	59.1	9.4
Minnesota.....	4.9	115.8	23.7	5.9	13.6	7.3	73.2	11.0	102.1	10.3
Iowa.....	3.4	83.9	25.0	9.1	11.4	5.5	62.1	12.3	98.0	9.5
Missouri.....	3.1	80.6	26.2	13.7	8.7	4.6	52.5	11.2	44.8	4.6
North Dakota.....	2.5	45.5	18.3	15.2	5.5	4.0	35.0	8.7	123.0	1.0
South Dakota.....	2.0	43.5	21.6	29.9	5.5	6.0	41.0	6.8	154.0	5.8
Nebraska.....	2.1	53.3	24.9	27.6	7.8	5.1	44.7	8.7	61.3	5.7
Kansas.....	2.6	72.2	27.5	14.4	9.4	4.3	62.5	14.4	58.9	8.0
Western Division:										
Montana.....	4.0	93.0	23.0	2.5	7.6	3.6	31.2	9.2	151.2	1.8
Wyoming.....	2.3	43.4	18.9	25.5	4.6	4.0	32.5	9.2	199.0	8.0
Colorado.....	5.7	130.5	22.8	10.0	13.8	4.8	46.3	9.5	156.0	5.1
New Mexico.....	4.0	46.1	11.5	2.9	3.3	3.0	35.0	11.0	71.6	1.0
Arizona.....	5.0	94.0	13.8	0.0	7.0	6.0	28.0	4.3	92.0	1.0
Utah.....	8.5	215.7	25.4	0.0	21.2	7.7	155.0	19.6	122.9	6.2
Nevada.....	2.3	48.7	21.2	34.5	7.0	.....	.....	.....	.....	.....
Idaho.....	3.0	69.1	23.0	7.9	8.9	4.2	44.5	10.5	79.7	8.0
Washington.....	2.8	63.4	22.6	36.9	6.9	4.1	43.4	11.0	92.8	4.4
Oregon.....	2.5	69.2	27.6	41.4	9.7	6.3	57.2	9.0	91.2	6.0
California.....	5.3	133.6	25.3	0.8	14.6	5.2	37.7	7.2	117.4	4.5

TABLE 31.—*Combined statistics of public high schools and private high schools and academies—Number of schools, instructors, and students in 1901–2.*

State or Territory.	Total schools.	Total secondary teachers.	Total secondary students.	Male.		Female.		Classical preparatory students.	
				Number.	Per cent.	Number.	Per cent.	Number.	Per cent.
United States.....	8,127	32,318	655,301	278,450	42.49	376,851	57.51	45,159	6.89
North Atlantic Division...	2,126	11,707	220,824	96,788	43.88	124,036	56.17	19,674	8.91
South Atlantic Division...	786	2,740	46,669	20,122	43.12	26,547	56.88	4,571	9.79
South Central Division...	1,066	3,116	59,800	26,255	43.90	33,545	56.10	4,876	8.16
North Central Division...	3,676	12,618	286,378	118,416	41.35	167,962	58.65	13,705	4.79
Western Division.....	473	2,137	41,630	16,869	40.52	24,761	59.48	2,333	5.60
North Atlantic Division:									
Maine.....	177	508	11,259	4,916	43.66	6,343	56.34	1,290	11.46
New Hampshire.....	86	351	5,808	3,009	51.81	2,799	48.19	534	9.19
Vermont.....	75	243	4,737	2,023	42.71	2,714	57.29	343	7.24
Massachusetts.....	348	2,444	45,225	20,010	44.24	25,216	55.76	6,174	13.65
Rhode Island.....	34	246	4,265	1,821	42.70	2,444	57.30	676	15.85
Connecticut.....	186	736	11,413	5,068	44.41	6,345	55.59	1,341	11.75
New York.....	587	3,864	77,243	33,232	43.02	44,011	56.98	5,082	6.58
New Jersey.....	161	1,059	16,124	7,224	44.80	8,900	55.20	1,857	8.41
Pennsylvania.....	522	2,256	44,749	19,485	43.54	25,264	56.46	2,877	6.43
South Atlantic Division:									
Delaware.....	15	61	1,220	495	40.57	725	59.43	56	4.59
Maryland.....	95	459	6,657	2,881	43.28	3,776	56.72	415	6.23
District of Columbia...	30	361	4,347	1,445	33.24	2,902	66.76	275	6.33
Virginia.....	134	474	7,051	3,126	44.33	3,925	55.67	604	8.57
West Virginia.....	43	143	2,931	1,216	41.49	1,715	58.51	103	3.51
North Carolina.....	131	367	7,256	3,943	54.34	3,313	45.66	1,140	15.71
South Carolina.....	116	305	5,600	2,310	41.25	3,290	58.75	668	11.93
Georgia.....	171	443	9,292	3,872	41.67	5,420	58.33	1,209	13.01
Florida.....	51	127	2,315	834	36.03	1,481	63.97	101	4.36
South Central Division:									
Kentucky.....	169	557	9,011	4,025	44.67	4,986	55.33	821	9.11
Tennessee.....	182	472	9,977	4,450	44.60	5,527	55.40	963	9.70
Alabama.....	109	303	5,480	2,431	44.36	3,049	55.64	347	6.33
Mississippi.....	127	309	5,644	2,488	44.05	3,158	55.95	511	9.06
Louisiana.....	69	275	4,391	1,744	39.72	2,647	60.28	185	4.22
Texas.....	293	867	19,000	8,208	43.20	10,792	56.80	1,312	6.90
Arkansas.....	84	220	4,294	2,054	47.83	2,240	52.17	533	12.41
Oklahoma.....	19	68	1,151	460	39.97	691	60.03	158	13.73
Indian Territory.....	14	45	852	397	46.60	455	53.40	41	4.81
North Central Division:									
Ohio.....	767	2,161	49,587	21,652	43.71	27,885	56.29	3,344	6.75
Indiana.....	408	1,330	29,073	12,247	42.12	16,826	57.88	1,549	5.33
Illinois.....	413	1,907	44,582	17,180	38.58	27,252	61.42	1,697	3.81
Michigan.....	319	1,325	30,618	12,870	42.03	17,748	57.97	971	3.17
Wisconsin.....	237	971	21,122	8,870	41.99	12,252	58.01	980	4.64
Minnesota.....	156	812	16,874	7,060	41.84	9,814	58.16	509	3.02
Iowa.....	382	1,358	31,457	13,167	41.86	18,290	58.14	1,383	4.40
Missouri.....	333	1,136	24,865	9,930	39.94	14,935	60.06	1,021	4.10
North Dakota.....	35	90	1,573	652	41.45	921	58.55	54	2.43
South Dakota.....	76	173	3,295	1,330	40.36	1,965	59.64	179	5.43
Nebraska.....	319	730	16,859	6,851	40.64	10,008	59.36	721	4.27
Kansas.....	231	625	16,573	6,607	39.87	9,966	60.13	1,297	7.83
Western Division:									
Montana.....	27	107	2,208	757	34.26	1,446	65.64	295	13.89
Wyoming.....	11	27	471	167	35.46	304	64.54	12	2.55
Colorado.....	53	298	6,413	2,506	39.08	3,907	60.92	287	4.48
New Mexico.....	11	41	474	228	48.10	246	51.90	55	11.60
Arizona.....	4	22	244	87	35.66	157	64.34	5	2.05
Utah.....	20	160	3,431	1,709	49.81	1,722	50.19	108	3.15
Nevada.....	10	23	487	198	40.66	289	59.34	44	9.04
Idaho.....	11	38	662	300	45.32	362	54.68	52	7.86
Washington.....	91	275	5,548	2,193	39.53	3,355	60.47	431	7.77
Oregon.....	54	193	3,558	1,458	40.98	2,100	59.02	200	5.62
California.....	181	953	18,139	7,266	40.06	10,873	59.94	844	4.65

TABLE 32.—Combined statistics of public high schools and private high schools and academies—College preparatory students and graduates in 1901-2.

State or Territory.	Scientific preparatory students.		Total college preparatory students.		Graduates in 1902.		Graduates prepared for college.	
	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.
United States	89,106	5.97	84,265	12.86	77,687	11.86	26,159	33.67
North Atlantic Division	14,729	6.67	34,403	15.58	27,442	12.43	8,855	32.27
South Atlantic Division	2,065	4.43	6,636	14.22	4,567	9.79	1,647	36.06
South Central Division	3,254	5.44	8,130	13.60	5,163	8.63	1,841	35.66
North Central Division	15,387	5.37	29,092	10.16	36,124	12.61	11,857	32.82
Western Division	3,671	8.82	6,004	14.42	4,391	10.55	1,959	44.61
North Atlantic Division:								
Maine	478	4.24	1,768	15.70	1,540	13.68	437	23.38
New Hampshire	504	8.68	1,038	17.87	816	14.05	368	45.10
Vermont	450	9.50	793	16.74	676	14.27	251	37.13
Massachusetts	3,003	6.64	9,177	20.29	6,662	14.73	2,238	33.59
Rhode Island	201	4.71	877	20.56	443	10.29	186	41.99
Connecticut	891	7.80	2,231	19.55	1,557	13.64	469	30.12
New York	4,956	6.42	10,038	13.00	7,278	9.42	2,520	34.62
New Jersey	1,875	11.63	3,232	20.04	1,942	12.04	614	31.62
Pennsylvania	2,372	5.30	5,249	11.73	6,528	14.59	1,772	27.14
South Atlantic Division:								
Delaware	49	4.02	105	8.61	166	13.61	28	16.87
Maryland	290	4.36	705	10.59	741	11.13	268	27.40
District of Columbia	255	5.86	530	12.19	581	13.37	77	18.25
Virginia	313	4.44	917	13.01	654	9.28	210	32.11
West Virginia	102	3.48	205	6.99	338	11.53	98	28.99
North Carolina	617	8.50	1,757	24.21	561	7.73	281	50.09
South Carolina	116	2.07	784	14.00	552	9.86	323	58.51
Georgia	259	2.79	1,468	15.80	834	8.98	365	43.76
Florida	64	2.77	165	7.13	140	6.05	62	44.29
South Central Division:								
Kentucky	609	6.76	1,430	15.87	913	10.13	290	31.76
Tennessee	525	5.26	1,493	14.96	883	8.85	319	36.13
Alabama	309	5.64	656	11.97	397	7.24	135	24.01
Mississippi	349	6.18	860	15.24	402	7.12	183	45.52
Louisiana	156	3.55	341	7.77	419	9.54	138	32.94
Texas	972	5.12	2,284	12.02	1,661	8.74	551	33.17
Arkansas	230	5.36	763	17.77	379	8.83	179	47.23
Oklahoma	74	6.43	232	20.16	71	6.17	40	56.34
Indian Territory	30	3.52	71	8.33	38	4.46	6	15.79
North Central Division:								
Ohio	2,645	5.34	5,989	12.09	6,612	13.35	1,915	28.96
Indiana	1,301	4.47	2,850	9.80	3,664	12.60	1,222	33.35
Illinois	2,102	4.72	3,799	8.53	5,479	12.30	1,543	28.16
Michigan	2,715	8.87	3,686	12.04	3,455	11.28	1,129	32.68
Wisconsin	849	4.02	1,829	8.66	2,789	13.20	898	32.20
Minnesota	1,861	11.03	2,370	14.05	2,036	12.07	1,084	53.24
Iowa	1,228	3.90	2,611	8.30	4,277	13.60	1,383	32.34
Missouri	1,019	4.10	2,040	8.20	2,607	10.48	679	26.05
North Dakota	91	5.79	145	9.22	182	11.57	77	42.31
South Dakota	105	3.19	284	8.62	419	12.72	167	39.86
Nebraska	539	3.20	1,260	7.47	2,442	14.48	717	29.36
Kansas	932	5.62	2,229	13.45	2,162	13.05	1,043	48.24
Western Division:								
Montana	59	2.68	354	16.07	177	8.03	60	33.90
Wyoming	12	2.55	24	5.10	54	11.46	15	27.78
Colorado	539	8.40	826	12.88	678	10.57	280	41.30
New Mexico	20	4.22	75	15.82	29	6.12	11	37.93
Arizona	16	6.56	21	8.61	16	6.56	10	62.50
Utah	271	7.90	379	11.05	214	6.24	53	24.77
Nevada	19	3.90	63	12.94	70	14.37	30	42.86
Idaho	14	2.11	66	9.97	94	14.20	52	55.32
Washington	335	6.04	766	13.81	587	10.58	203	34.58
Oregon	241	6.77	441	12.39	469	13.18	120	25.59
California	2,145	11.83	2,989	16.48	2,003	11.04	1,125	56.17

TABLE 33.—Combined statistics of public high schools and private high schools and academies—Secondary students in certain studies in 1901-2.

State or Territory.	Latin.			Greek.			French.		
	Schools reporting.	Number.	Per cent.	Schools reporting.	Number.	Per cent.	Schools reporting.	Number.	Per cent.
United States.....	7,134	324,497	49.52	1,775	21,998	3.36	2,061	72,943	11.13
North Atlantic Division...	2,000	105,707	47.87	973	13,845	6.27	1,205	49,482	22.41
South Atlantic Division...	731	26,682	57.17	214	1,880	4.03	272	6,034	12.93
South Central Division...	636	30,055	50.26	213	1,764	2.95	166	4,012	6.71
North Central Division...	3,069	141,598	49.44	300	3,562	1.24	296	10,002	3.49
Western Division.....	398	20,455	49.14	75	947	2.27	122	3,413	8.20
North Atlantic Division:									
Maine.....	160	4,864	43.20	97	1,073	9.53	117	2,772	24.62
New Hampshire.....	79	3,152	54.27	43	637	10.97	71	2,214	38.12
Vermont.....	72	2,149	45.37	47	306	6.46	57	1,033	21.81
Massachusetts.....	336	20,683	45.73	217	3,839	8.49	315	19,184	42.42
Rhode Island.....	30	1,925	45.13	18	480	11.25	27	1,340	31.42
Connecticut.....	564	5,815	50.95	81	1,029	9.02	88	2,531	22.18
New York.....	131	34,472	44.63	268	3,704	4.80	344	13,913	18.01
New Jersey.....	142	7,998	49.60	60	878	5.45	84	2,513	15.70
Pennsylvania.....	486	24,649	55.08	142	1,899	4.24	102	3,982	8.90
South Atlantic Division:									
Delaware.....	15	1,033	84.67	4	34	2.79	4	121	9.92
Maryland.....	88	4,374	65.71	25	226	3.39	54	1,507	22.64
District of Columbia.....	25	1,693	38.95	12	144	3.31	24	1,219	28.04
Virginia.....	124	4,301	61.00	20	97	1.38	64	963	13.66
West Virginia.....	42	1,357	46.30	8	246	8.39	10	292	9.96
North Carolina.....	119	3,468	47.79	47	446	6.15	41	592	8.16
South Carolina.....	108	3,351	59.84	25	172	3.07	33	585	10.45
Georgia.....	166	6,020	64.79	68	494	5.32	35	697	7.50
Florida.....	44	1,085	46.87	5	21	0.91	7	58	2.51
South Central Division:									
Kentucky.....	148	5,026	55.78	40	321	3.56	34	1,007	11.18
Tennessee.....	152	4,668	46.79	52	494	4.95	23	262	2.63
Alabama.....	97	2,803	51.15	19	170	3.10	27	334	6.09
Mississippi.....	116	2,732	48.41	34	151	2.68	7	134	2.37
Louisiana.....	61	1,693	38.56	9	75	1.71	33	1,782	40.58
Texas.....	253	9,631	50.69	39	401	2.11	33	439	2.31
Arkansas.....	78	2,392	55.71	16	116	2.70	8	52	1.21
Oklahoma.....	19	827	71.85	2	32	2.78	1	2	0.17
Indian Territory.....	12	283	33.22	2	4	0.47			0.00
North Central Division:									
Ohio.....	626	25,882	52.25	65	868	1.75	53	2,007	4.05
Indiana.....	389	18,541	63.77	15	207	0.71	18	470	1.62
Illinois.....	358	21,793	48.94	50	579	1.30	60	2,964	6.66
Michigan.....	245	10,983	35.87	40	320	1.05	46	1,567	5.12
Wisconsin.....	123	5,140	24.33	24	273	1.29	19	261	1.24
Minnesota.....	153	9,698	57.47	20	210	1.24	25	1,225	7.26
Iowa.....	311	15,000	47.68	21	165	0.53	14	182	0.58
Missouri.....	296	12,634	50.81	42	663	2.44	37	980	3.94
North Dakota.....	35	1,071	68.09			0.00	2	36	2.29
South Dakota.....	50	1,386	42.06	3	16	0.49	3	17	0.52
Nebraska.....	274	10,018	59.42	8	123	0.73	9	193	1.17
Kansas.....	206	9,449	57.01	12	194	1.17	10	95	0.57
Western Division:									
Montana.....	27	1,281	58.15	2	10	0.45	6	183	8.31
Wyoming.....	9	217	46.07			0.00	1	1	0.21
Colorado.....	50	3,569	55.65	12	219	3.41	7	421	6.56
New Mexico.....	8	141	29.75	1	4	0.84	2	12	2.53
Arizona.....	4	116	47.54	1	2	0.82	1	1	0.41
Utah.....	17	655	19.09	5	40	1.17	6	226	6.59
Nevada.....	10	300	61.60			0.00			0.00
Idaho.....	7	302	45.62	1	5	0.76	1	20	3.02
Washington.....	65	2,722	49.06	7	46	0.83	11	321	5.79
Oregon.....	34	1,324	37.21	4	98	2.75	13	169	4.75
California.....	167	9,828	54.18	42	523	2.88	74	2,059	11.35

TABLE 34.—Combined statistics of public high schools and private high schools and academics—Secondary students in certain studies in 1901-2.

State or Territory.	German.			Algebra.			Geometry.		
	Schools reporting.	Number.	Per cent.	Schools reporting.	Number.	Per cent.	Schools reporting.	Number.	Per cent.
United States.....	3,108	110,980	16.94	8,052	362,171	55.27	6,892	180,580	27.56
North Atlantic Division.	1,268	47,143	21.85	2,100	111,295	50.40	1,947	60,559	27.42
South Atlantic Division..	199	4,801	10.29	773	29,135	62.43	621	11,896	25.49
South Central Division..	192	3,874	6.48	1,046	39,148	65.46	688	16,473	27.55
North Central Division..	1,236	48,892	17.07	3,665	158,901	55.49	3,228	78,871	27.54
Western Division.....	213	6,270	15.06	468	23,692	56.91	468	12,781	30.70
North Atlantic Division:									
Maine.....	30	311	2.76	177	5,670	50.36	163	2,927	26.00
New Hampshire.....	28	458	7.89	86	3,030	52.17	80	1,982	34.13
Vermont.....	31	380	8.02	75	2,102	44.37	69	1,115	23.54
Massachusetts.....	196	6,579	14.55	345	20,532	45.40	319	12,700	28.08
Rhode Island.....	23	723	16.95	34	2,229	52.26	29	1,850	31.65
Connecticut.....	103	2,924	25.62	135	5,598	49.05	122	3,094	27.11
New York.....	497	19,314	25.00	578	33,547	43.43	550	19,431	25.16
New Jersey.....	126	6,005	37.24	153	9,933	61.60	146	4,598	28.52
Pennsylvania.....	234	10,449	23.35	517	28,643	64.03	469	13,362	29.86
South Atlantic Division:									
Delaware.....	7	74	6.07	15	974	79.84	15	372	30.49
Maryland.....	55	1,930	28.99	95	4,654	69.91	93	3,112	46.75
District of Columbia..	22	854	19.65	29	1,412	32.48	28	988	22.73
Virginia.....	53	764	10.84	132	4,491	63.69	102	1,694	24.02
West Virginia.....	14	422	14.40	44	1,942	66.26	40	760	25.93
North Carolina.....	18	272	3.75	124	3,778	52.07	83	1,238	17.06
South Carolina.....	13	234	4.18	114	3,877	69.23	85	942	16.82
Georgia.....	13	227	2.44	171	6,648	71.55	139	2,367	25.47
Florida.....	4	24	1.04	49	1,359	58.70	35	423	18.27
South Central Division:									
Kentucky.....	57	1,601	17.77	163	5,506	61.10	126	2,257	25.05
Tennessee.....	33	451	4.52	178	6,396	64.11	158	2,306	23.11
Alabama.....	19	169	3.08	107	3,881	70.82	94	1,711	31.22
Mississippi.....	4	13	0.23	127	3,797	67.27	96	1,126	19.95
Louisiana.....	4	30	0.68	67	2,509	37.14	57	1,194	27.19
Texas.....	57	1,354	7.13	291	13,128	69.09	77	6,673	35.12
Arkansas.....	11	164	3.82	83	2,983	69.47	60	913	21.26
Oklahoma.....	7	92	7.99	19	670	58.21	14	223	19.37
Indian Territory.....			0.00	11	278	32.63	6	70	8.22
North Central Division:									
Ohio.....	182	7,553	15.25	765	28,017	56.56	637	13,733	27.72
Indiana.....	111	4,829	16.61	408	17,254	59.35	358	8,621	29.65
Illinois.....	160	8,358	18.77	409	22,556	50.65	385	12,152	27.29
Michigan.....	166	6,285	20.53	319	16,267	53.13	301	6,904	22.55
Wisconsin.....	147	5,184	24.54	235	9,289	43.98	234	5,144	24.35
Minnesota.....	104	4,253	25.20	156	8,308	49.24	152	5,876	34.82
Iowa.....	115	4,143	13.17	381	16,977	53.97	343	7,821	24.86
Missouri.....	84	3,788	15.03	332	16,216	65.22	267	6,730	27.07
North Dakota.....	9	227	14.43	35	789	50.16	31	369	23.46
South Dakota.....	17	301	9.14	76	1,859	56.42	53	882	26.77
Nebraska.....	59	1,894	11.23	318	11,282	66.92	268	5,709	33.86
Kansas.....	82	2,127	12.83	231	10,087	60.86	199	4,930	29.75
Western Division:									
Montana.....	12	443	20.11	27	1,306	59.28	25	745	33.82
Wyoming.....	3	27	5.73	11	314	66.67	10	128	27.18
Colorado.....	28	1,614	25.17	53	3,463	54.00	51	2,262	35.27
New Mexico.....	2	20	4.22	11	270	56.96	9	95	20.04
Arizona.....	2	19	7.79	3	126	51.64	4	68	27.87
Utah.....	17	625	18.22	21	1,073	31.27	18	473	13.79
Nevada.....	1	15	3.08	10	357	73.31	10	206	42.30
Idaho.....	3	49	7.40	11	408	61.63	7	137	20.69
Washington.....	25	761	13.72	91	3,063	55.21	76	1,688	30.43
Oregon.....	18	573	16.10	53	2,358	66.27	30	813	22.85
California.....	92	2,124	11.71	177	10,954	60.39	168	6,166	33.99

TABLE 35.—Combined statistics of public high schools and private high schools and academies—Secondary students in certain studies in 1901-2.

State or Territory.	Trigonometry.			Astronomy.			Physics.		
	Schools reporting.	Num-ber.	Per-cent.	Schools reporting.	Num-ber.	Per-cent.	Schools reporting.	Num-ber.	Per-cent.
United States.....	1,534	15,827	2.42	1,449	17,271	2.64	6,223	113,959	17.33
North Atlantic Division....	502	5,563	2.52	583	7,343	3.33	1,640	36,805	16.67
South Atlantic Division....	220	2,209	4.73	132	1,488	3.19	472	8,599	18.43
South Central Division....	311	2,904	4.86	187	1,851	3.10	795	12,390	20.72
North Central Division....	350	3,754	1.31	475	5,756	2.01	2,969	49,756	17.37
Western Division.....	151	1,397	3.36	72	833	2.00	347	6,409	15.40
North Atlantic Division:									
Maine.....	7	26	0.23	87	863	7.66	138	1,904	16.91
New Hampshire.....	18	134	2.31	32	311	5.35	65	1,106	19.04
Vermont.....	4	14	0.30	27	273	5.76	61	744	15.71
Massachusetts.....	60	673	1.49	124	1,647	3.64	282	8,293	18.34
Rhode Island.....	6	52	1.22	12	121	2.84	26	954	22.37
Connecticut.....	44	233	2.04	34	441	3.86	94	1,743	15.27
New York.....	195	2,153	2.79	150	1,796	2.33	423	10,533	13.64
New Jersey.....	52	517	3.21	41	642	3.98	129	2,820	17.49
Pennsylvania.....	116	1,761	3.94	76	1,249	2.79	422	8,708	19.46
South Atlantic Division:									
Delaware.....	3	25	2.05	.....	.....	0.00	14	350	28.69
Maryland.....	41	522	7.84	27	268	4.03	83	1,353	20.32
District of Columbia.....	17	198	4.55	12	153	3.52	26	923	21.23
Virginia.....	53	379	5.38	18	129	1.83	84	1,737	24.63
West Virginia.....	9	171	5.83	9	142	4.84	32	484	16.51
North Carolina.....	21	232	3.20	15	190	2.62	62	1,103	15.20
South Carolina.....	17	132	2.36	11	144	2.57	53	830	14.82
Georgia.....	49	459	4.94	26	248	3.75	89	1,463	15.74
Florida.....	10	91	8.93	14	114	4.92	29	356	15.38
South Central Division:									
Kentucky.....	68	662	7.35	43	444	4.93	102	1,683	18.68
Tennessee.....	43	254	2.55	27	195	1.95	113	1,246	12.49
Alabama.....	39	340	6.20	27	301	5.49	80	1,255	22.90
Mississippi.....	23	184	3.26	18	146	2.59	109	1,793	31.77
Louisiana.....	16	155	3.53	20	254	5.78	54	941	21.43
Texas.....	106	1,175	6.18	39	423	2.23	262	4,517	23.77
Arkansas.....	13	118	2.75	7	54	1.26	52	677	15.77
Oklahoma.....	2	8	0.70	3	16	1.39	16	193	16.77
Indian Territory.....	1	8	0.94	3	18	2.11	7	85	9.98
North Central Division:									
Ohio.....	81	936	1.89	143	1,587	3.20	590	8,842	17.85
Indiana.....	36	344	1.18	19	296	1.02	277	5,239	18.02
Illinois.....	41	497	1.12	76	1,105	2.43	377	7,225	16.23
Michigan.....	27	287	0.94	25	262	0.86	294	4,854	15.85
Wisconsin.....	8	137	0.65	6	35	0.17	225	3,228	15.28
Minnesota.....	9	92	0.55	18	240	1.42	113	2,755	16.33
Iowa.....	26	310	0.99	73	979	3.11	346	5,819	18.50
Missouri.....	81	775	3.12	50	494	1.99	211	3,981	16.01
North Dakota.....	2	6	0.38	2	12	0.76	26	222	14.11
South Dakota.....	3	30	0.91	10	127	3.55	50	566	17.18
Nebraska.....	24	245	1.45	18	198	1.17	255	3,488	20.69
Kansas.....	12	95	0.57	35	421	2.54	205	3,536	21.34
Western Division:									
Montana.....	4	46	2.09	4	53	2.41	23	343	15.57
Wyoming.....	1	5	1.06	2	19	4.03	9	97	20.59
Colorado.....	11	169	2.64	8	162	2.53	46	1,029	16.05
New Mexico.....	3	20	4.22	1	25	5.77	7	78	16.46
Arizona.....	2	12	4.92	1	2	0.82	3	24	9.84
Utah.....	7	130	3.79	5	88	2.56	17	277	8.07
Nevada.....	1	16	3.29	1	5	1.03	10	158	32.44
Idaho.....	2	20	3.02	3	29	4.38	8	109	16.47
Washington.....	11	113	2.04	9	107	1.93	49	796	14.35
Oregon.....	13	108	3.04	9	80	2.25	30	517	14.53
California.....	96	758	4.18	29	263	1.45	145	2,981	16.43

TABLE 36.—Combined statistics of public high schools and private high schools and academies—Secondary students pursuing certain studies in 1901-2.

State or Territory.	Chemistry.			Physical geography.			Geology.		
	Schools reporting.	Num-ber.	Per cent.	Schools reporting.	Num-ber.	Per cent.	Schools reporting.	Num-ber.	Per cent.
United States.....	2,798	50,469	7.70	6,204	145,634	22.22	1,600	22,801	3.48
North Atlantic Division.....	1,016	18,790	8.51	1,586	36,347	16.46	674	9,996	4.53
South Atlantic Division.....	201	3,821	8.19	586	13,394	28.70	102	1,412	3.03
South Central Division.....	262	3,580	5.99	789	17,742	29.67	230	3,233	5.41
North Central Division.....	1,083	19,894	6.95	3,017	69,089	24.13	506	7,025	2.45
Western Division.....	236	4,384	10.53	326	9,062	21.77	88	1,185	2.73
North Atlantic Division:									
Maine.....	89	1,073	9.53	129	1,817	16.14	86	1,082	9.17
New Hampshire.....	47	591	10.18	54	786	12.67	26	254	4.37
Vermont.....	26	319	6.73	56	1,103	23.28	33	332	7.01
Massachusetts.....	238	5,175	11.44	187	3,548	7.85	115	1,492	3.50
Rhode Island.....	21	457	10.72	17	408	9.57	8	70	1.64
Connecticut.....	57	984	8.62	86	1,976	17.31	36	453	3.97
New York.....	290	5,425	7.02	458	12,639	16.36	237	3,145	4.07
New Jersey.....	85	1,755	10.88	108	2,881	17.87	40	622	3.56
Pennsylvania.....	163	3,011	6.73	441	11,239	25.12	63	2,566	5.80
South Atlantic Division:									
Delaware.....	5	147	12.05	12	421	34.51			0.00
Maryland.....	35	517	7.77	80	1,991	29.91	8	95	1.43
District of Columbia.....	17	638	14.63	17	687	15.80	9	101	2.32
Virginia.....	51	713	10.11	85	1,863	26.42	16	206	2.92
West Virginia.....	14	292	9.95	41	1,053	35.93	6	201	6.56
North Carolina.....	22	437	6.02	100	2,128	29.33	16	196	2.70
South Carolina.....	10	194	3.46	88	1,699	30.34	12	127	2.27
Georgia.....	57	716	7.71	122	2,808	30.17	22	355	3.82
Florida.....	10	167	7.21	41	749	32.35	13	181	5.66
South Central Division:									
Kentucky.....	58	813	9.02	105	1,804	20.02	35	433	4.81
Tennessee.....	25	274	2.75	91	2,034	20.39	74	916	9.18
Alabama.....	32	395	7.21	69	1,323	24.14	29	353	6.44
Mississippi.....	21	167	2.96	84	2,005	35.52	16	351	6.22
Louisiana.....	26	545	12.41	57	1,895	31.77	19	156	3.55
Texas.....	84	1,203	6.33	257	7,373	38.81	39	839	4.42
Arkansas.....	13	108	2.52	56	1,336	31.11	11	185	3.14
Oklahoma.....	5	29	3.39	14	378	32.84	3	20	1.74
Indian Territory.....	3	56	4.23	6	94	11.03	4	30	3.52
North Central Division:									
Ohio.....	162	2,890	5.83	625	12,624	25.48	111	1,339	2.70
Indiana.....	112	2,272	7.81	337	6,746	23.20	34	534	1.84
Illinois.....	160	3,130	7.03	338	11,472	25.76	52	993	2.23
Michigan.....	195	3,073	10.04	272	5,470	17.87	65	737	2.41
Wisconsin.....	32	601	2.85	230	6,767	32.04	12	132	0.62
Minnesota.....	96	1,744	10.34	62	1,251	7.41	19	332	1.97
Iowa.....	70	1,323	4.21	325	7,441	23.65	71	1,050	3.34
Missouri.....	96	2,091	8.41	275	5,689	22.88	56	776	3.12
North Dakota.....	5	52	3.81	17	224	14.24	3	80	1.91
South Dakota.....	15	247	7.50	66	1,222	37.09	14	162	4.92
Nebraska.....	75	1,246	7.39	277	5,357	31.78	21	375	2.22
Kansas.....	65	1,225	7.39	193	4,826	29.12	48	565	3.41
Western Division:									
Montana.....	7	128	5.81	23	509	23.10	10	80	3.63
Wyoming.....	4	54	11.46	9	157	33.33	1	13	2.76
Colorado.....	33	814	12.69	37	1,744	27.19	24	494	7.70
New Mexico.....	3	35	7.33	9	146	30.80	5	47	9.92
Arizona.....	4	26	10.66	4	60	24.59	2	8	3.28
Utah.....	13	197	5.74	17	571	16.64	7	65	1.89
Nevada.....	9	153	31.42	8	184	37.78	2	32	6.57
Idaho.....	3	32	4.83	9	195	29.46	5	48	7.25
Washington.....	19	255	4.60	80	1,616	29.13	8	134	2.42
Oregon.....	17	412	11.53	50	1,317	37.02	9	68	1.91
California.....	119	2,278	12.56	80	2,563	14.13	15	146	0.80

TABLE 37.—Combined statistics of public high schools and private high schools and academies—Secondary students pursuing certain studies in 1901-2.

State or Territory.	Physiology.			Psychology.			Rhetoric.		
	Schools reporting.	Number.	Per cent.	Schools reporting.	Number.	Per cent.	Schools reporting.	Number.	Per cent.
United States.....	5,687	162,725	24.83	1,367	16,593	2.53	7,055	274,556	41.90
North Atlantic Division..	1,410	51,823	23.47	328	4,624	2.09	1,823	91,828	41.36
South Atlantic Division...	562	14,145	30.31	140	1,885	4.04	659	17,580	37.67
South Central Division...	845	23,781	39.77	264	3,107	5.20	924	24,609	41.15
North Central Division.....	2,657	67,849	23.69	570	6,247	2.18	3,238	120,211	41.98
Western Division.....	213	5,127	12.32	65	730	1.75	411	20,828	50.03
North Atlantic Division:									
Maine.....	109	1,611	14.31	32	357	3.17	153	3,896	34.60
New Hampshire.....	40	708	12.19	10	53	0.96	77	2,441	42.03
Vermont.....	38	608	12.84	27	222	4.69	69	1,701	35.91
Massachusetts.....	192	6,291	13.91	29	391	0.86	298	22,220	49.13
Rhode Island.....	17	329	7.95	5	124	2.91	31	2,887	55.97
Connecticut.....	64	1,103	9.66	15	169	1.48	115	5,727	50.18
New York.....	496	24,036	31.12	102	1,738	2.25	490	28,997	37.54
New Jersey.....	88	3,221	19.98	18	162	1.00	145	7,019	43.53
Pennsylvania.....	363	13,906	31.08	90	1,405	3.14	445	16,940	37.86
South Atlantic Division:									
Delaware.....	12	785	64.34	3	19	1.56	14	528	43.28
Maryland.....	74	1,881	28.26	18	330	4.96	81	2,713	40.75
District of Columbia.....	17	395	9.09	11	94	2.16	24	1,981	45.57
Virginia.....	85	1,684	23.88	17	133	1.69	110	2,702	38.32
West Virginia.....	20	817	27.87	12	207	7.06	41	918	31.32
North Carolina.....	107	2,876	39.64	22	424	5.84	102	2,360	32.52
South Carolina.....	80	1,938	34.61	11	146	2.61	99	1,599	28.55
Georgia.....	120	2,843	30.60	25	345	3.71	145	3,924	42.23
Florida.....	37	926	40.00	21	187	8.08	43	855	36.93
South Central Division:									
Kentucky.....	131	2,925	32.57	54	656	7.28	150	4,138	45.92
Tennessee.....	142	3,482	34.90	29	286	2.87	134	3,284	32.92
Alabama.....	88	2,367	43.19	25	311	5.63	77	2,341	42.72
Mississippi.....	106	2,969	52.60	17	152	2.69	110	2,404	42.59
Louisiana.....	50	1,507	35.63	14	129	2.94	63	2,006	45.63
Texas.....	239	7,854	41.49	96	1,368	7.20	270	8,334	43.86
Arkansas.....	69	2,056	47.83	15	109	2.54	74	1,487	34.63
Oklahoma.....	9	210	18.25	9	62	5.39	18	469	40.75
Indian Territory.....	11	311	36.50	5	34	3.99	8	143	17.14
North Central Division:									
Ohio.....	634	15,046	30.37	99	1,003	2.03	649	17,896	36.13
Indiana.....	170	3,475	11.95	50	642	2.21	367	17,284	59.45
Illinois.....	338	12,179	27.35	33	384	0.86	374	21,734	48.81
Michigan.....	266	5,869	19.17	37	439	1.43	294	10,718	35.01
Wisconsin.....	227	4,890	22.96	156	1,385	6.56	189	5,783	27.41
Minnesota.....	85	1,848	10.95	9	133	0.79	135	8,403	49.80
Iowa.....	279	7,270	23.11	30	291	0.93	359	11,197	35.59
Missouri.....	224	6,917	27.82	77	945	3.80	294	10,668	42.90
North Dakota.....	19	330	20.98	4	27	1.72	33	578	36.75
South Dakota.....	48	1,054	31.99	8	80	2.43	67	1,140	34.60
Nebraska.....	206	4,481	26.58	8	71	0.42	262	8,116	43.14
Kansas.....	161	4,530	27.33	59	842	5.08	215	6,688	40.35
Western Division:									
Montana.....	23	538	24.42	2	12	0.54	25	1,287	58.42
Wyoming.....	8	161	34.18	.....	.....	0.60	10	154	32.70
Colorado.....	25	569	8.87	12	167	2.60	45	2,856	44.69
New Mexico.....	4	103	21.73	2	26	5.49	9	129	27.22
Arizona.....	4	67	15.16	2	2	0.82	4	93	38.11
Utah.....	18	443	13.06	12	230	6.70	20	993	29.03
Nevada.....	8	186	38.19	2	19	3.50	9	226	46.41
Idaho.....	9	211	31.87	2	8	1.21	11	267	40.33
Washington.....	38	829	14.94	13	141	2.54	78	2,446	44.09
Oregon.....	29	861	24.20	6	43	1.21	45	1,283	36.06
California.....	43	1,184	6.53	11	82	0.45	155	11,081	61.09

TABLE 38.—Combined statistics of public high schools and private high schools and academies—Secondary students pursuing certain studies in 1901-2.

State or Territory.	English literature.			History.			Civics.		
	Schools reporting.	Number.	Per cent.	Schools reporting.	Number.	Per cent.	Schools reporting.	Number.	Per cent.
United States.....	6,840	298,818	45.60	7,063	254,881	38.90	6,158	120,193	19.87
North Atlantic Division..	1,829	110,601	50.09	1,862	88,551	40.10	1,602	36,398	16.48
South Atlantic Division...	389	20,461	43.84	660	20,692	44.34	440	8,698	18.64
South Central Division...	781	21,815	36.48	888	23,907	39.98	741	16,558	27.69
North Central Division...	3,223	119,767	41.82	3,278	102,112	35.66	3,041	61,970	21.64
Western Division.....	418	26,174	62.87	431	19,619	47.13	334	6,574	15.79
North Atlantic Division:									
Maine.....	154	4,825	42.55	148	4,194	37.25	124	1,762	15.65
New Hampshire.....	75	2,562	45.83	74	2,488	41.98	50	587	10.11
Vermont.....	66	1,456	30.74	69	1,647	34.77	60	925	19.53
Massachusetts.....	331	32,172	71.14	320	21,259	47.01	235	4,904	10.84
Rhode Island.....	32	8,527	82.70	33	1,945	45.60	21	729	17.09
Connecticut.....	122	8,097	70.95	127	5,111	44.78	81	1,163	10.19
New York.....	445	31,814	40.54	522	27,961	36.20	480	12,281	15.90
New Jersey.....	140	8,866	51.89	146	6,958	48.12	104	2,497	15.49
Pennsylvania.....	464	18,182	40.63	423	17,040	38.08	437	11,550	25.81
South Atlantic Division:									
Delaware.....	13	353	28.93	15	547	44.84	14	257	21.07
Maryland.....	88	4,562	68.53	83	3,735	56.11	64	1,457	21.89
District of Columbia.....	29	3,856	88.70	27	1,873	48.09	13	230	4.60
Virginia.....	108	2,556	36.25	119	3,714	52.67	69	1,175	16.66
West Virginia.....	39	1,020	34.80	42	1,150	39.24	38	863	30.47
North Carolina.....	90	2,763	38.08	106	2,614	36.03	84	2,013	27.74
South Carolina.....	80	1,781	31.91	95	2,399	42.84	65	1,681	19.30
Georgia.....	118	2,965	31.89	133	3,778	40.66	56	1,070	11.52
Florida.....	34	605	26.13	40	882	38.10	37	552	28.84
South Central Division:									
Kentucky.....	127	3,443	38.21	129	3,639	40.38	125	2,825	25.80
Tennessee.....	124	3,211	32.18	125	3,216	32.23	111	1,808	18.12
Alabama.....	73	1,947	35.53	72	1,959	35.75	51	1,155	21.08
Mississippi.....	96	2,394	45.86	94	2,283	40.45	95	2,333	41.34
Louisiana.....	60	1,848	42.09	58	2,193	49.94	38	811	18.47
Texas.....	215	6,294	33.13	275	8,576	45.14	239	6,091	32.06
Arkansas.....	62	1,922	44.76	62	1,514	35.23	55	1,379	22.11
Oklahoma.....	17	395	34.32	8	369	32.06	18	481	41.79
Indian Territory.....	7	161	18.90	8	138	18.54	9	175	20.54
North Central Division:									
Ohio.....	644	22,615	45.65	651	16,290	32.88	662	11,853	22.92
Indiana.....	381	16,486	56.71	371	13,216	45.46	261	4,651	16.00
Illinois.....	382	23,587	57.46	396	15,391	34.56	314	6,942	15.59
Michigan.....	286	8,519	27.82	306	11,173	36.49	286	9,916	19.32
Wisconsin.....	216	7,635	36.15	233	5,901	27.94	223	4,501	21.31
Minnesota.....	132	4,923	29.18	138	7,047	41.76	100	1,883	11.75
Iowa.....	341	11,824	37.39	355	10,530	33.47	332	8,211	23.10
Missouri.....	294	8,043	32.35	308	9,740	39.17	267	5,855	23.67
North Dakota.....	31	661	42.02	27	498	31.66	28	352	22.38
South Dakota.....	66	1,057	32.08	56	1,174	35.63	66	1,178	35.75
Nebraska.....	242	6,677	39.60	242	6,121	39.31	294	5,860	31.79
Kansas.....	208	5,740	34.63	200	5,031	30.36	268	5,638	34.02
Western Division:									
Montana.....	22	900	40.85	25	1,143	51.88	21	349	15.84
Wyoming.....	10	182	38.64	9	180	38.22	11	146	31.00
Colorado.....	51	3,764	58.69	49	3,236	50.46	34	891	13.89
New Mexico.....	7	140	29.34	9	163	34.39	8	93	20.25
Arizona.....	4	152	62.30	3	49	20.08	2	25	10.25
Utah.....	16	711	20.72	18	550	16.03	16	806	8.82
Nevada.....	9	309	63.45	10	287	58.93	10	265	49.09
Idaho.....	9	273	41.54	9	200	30.21	9	262	39.58
Washington.....	79	3,125	56.33	76	1,865	33.62	42	733	13.21
Oregon.....	41	1,700	47.78	51	1,968	53.31	30	774	21.75
California.....	170	14,916	82.23	172	9,978	53.01	151	2,787	15.86

Oklahoma	78	148	112	92	204	194	1,421	677	2,048	711	369	1,080	70	148
Indian Territory	269	516	2,074	1,098	3,172	194	1,421	677	2,048	711	369	1,080	359	720
North Central Division:														
Ohio	1,095	2,571	2,074	1,098	3,172	194	1,421	677	2,048	711	369	1,080	5,301	9,115
Indiana	791	1,792	851	261	1,112	221	929	985	1,914	0	0	0	2,571	4,818
Illinois	588	2,855	2,600	1,253	3,853	221	365	91	456	910	376	1,285	4,856	8,071
Michigan	668	1,460	433	174	607	169	58	121	179	0	0	0	1,079	2,246
Wisconsin	1,075	1,399	618	80	638	169	79	41	120	14	48	62	1,300	2,328
Minnesota	1,137	2,052	1,435	1,088	2,523	17	107	97	204	0	0	0	1,725	2,890
Iowa	1,680	3,679	2,141	1,122	3,253	54	107	97	204	0	0	0	3,928	5,082
Missouri	10	60	87	65	152	17	79	41	120	0	0	0	156	7,680
North Dakota	77	205	239	186	425	17	107	97	204	59	61	120	316	3,242
South Dakota	242	474	686	424	1,110	181	181	236	407	0	0	0	1,109	2,233
Nebraska	336	690	1,186	677	1,863	80	20	21	41	0	0	0	1,542	2,674
Kansas														
Western Division:														
Montana	22	134	156										22	156
Wyoming	8	20	37										8	37
Colorado	54	224	278	112	363		7	15	22	40	13	53	352	716
New Mexico	35	70	105										35	105
Arizona	1	55	56										1	56
Utah	1,193	944	2,137	244	940								1,489	2,677
Nevada														
Idaho	72	106	178										72	178
Washington	333	399	732	134	439								333	717
Oregon	375	483	898	168	391								375	898
California	960	1,418	2,378	333	1,001	214				420	124	511	2,048	4,137

TABLE 41.—Number of secondary students to each 1,000 inhabitants in each State in 1902; also number of students in higher education to each 1,000 of population.

State or Territory.	Estimated total population in 1902.	Total number secondary students in 1902.	Number secondary students to each 1,000 inhabitants.	Total number students in higher education in 1902.	Number students in higher education to each 1,000 inhabitants.
United States.....	78,544,816	734,760	9.35	246,063	3.13
North Atlantic Division.....	21,802,750	238,079	10.92	73,298	3.36
South Atlantic Division.....	10,696,435	56,542	5.29	29,675	2.77
South Central Division.....	14,715,700	73,627	5.00	29,817	2.03
North Central Division.....	26,912,400	318,186	11.82	97,592	3.63
Western Division.....	4,417,531	48,326	10.94	15,681	3.55
North Atlantic Division:					
Maine.....	700,750	11,568	16.51	2,039	2.91
New Hampshire.....	419,000	5,965	14.24	1,056	2.52
Vermont.....	345,900	4,737	13.69	990	2.86
Massachusetts.....	2,856,000	46,421	16.25	14,992	5.25
Rhode Island.....	451,000	4,352	9.65	1,202	2.67
Connecticut.....	955,600	11,593	12.13	4,007	4.19
New York.....	7,553,500	84,726	11.22	24,711	3.28
New Jersey.....	1,986,000	17,029	8.57	3,314	1.67
Pennsylvania.....	6,535,000	51,688	7.91	20,957	3.21
South Atlantic Division:					
Delaware.....	184,735	1,265	6.85	142	0.77
Maryland.....	1,204,000	7,829	6.50	5,603	4.65
District of Columbia.....	289,500	4,929	17.03	3,315	11.45
Virginia.....	1,883,000	8,612	4.57	5,089	2.70
West Virginia.....	979,900	3,948	4.03	1,723	1.76
North Carolina.....	1,956,000	9,203	4.71	4,581	2.34
South Carolina.....	1,382,060	6,765	4.90	3,320	2.40
Georgia.....	2,256,000	10,949	4.85	5,366	2.38
Florida.....	561,300	3,042	5.42	536	0.95
South Central Division:					
Kentucky.....	2,210,000	11,512	5.21	5,096	2.31
Tennessee.....	2,044,000	13,191	6.45	8,022	3.92
Alabama.....	1,919,000	6,629	3.45	3,548	1.85
Mississippi.....	1,580,000	7,149	4.52	2,966	1.88
Louisiana.....	1,441,000	5,273	3.66	2,641	1.83
Texas.....	3,191,000	21,951	6.88	4,756	1.49
Arkansas.....	1,353,000	5,287	3.91	1,569	1.16
Oklahoma.....	519,700	1,579	3.04	1,196	2.30
Indian Territory.....	458,000	1,056	2.31	23	0.05
North Central Division:					
Ohio.....	4,238,000	56,399	13.31	12,953	3.06
Indiana.....	2,528,000	32,099	12.70	12,169	4.81
Illinois.....	4,940,000	50,760	10.28	19,723	3.99
Michigan.....	2,445,500	31,476	12.87	8,613	3.52
Wisconsin.....	2,103,000	22,071	10.50	6,869	3.27
Minnesota.....	1,858,000	18,300	9.85	5,543	2.98
Iowa.....	2,233,000	34,489	15.45	9,752	4.37
Missouri.....	3,200,000	28,876	9.02	11,126	3.48
North Dakota.....	371,800	2,151	5.79	592	1.59
South Dakota.....	428,100	4,156	9.71	1,128	2.63
Nebraska.....	1,080,000	18,554	17.18	3,696	3.42
Kansas.....	1,487,000	18,855	12.68	5,428	3.65
Western Division:					
Montana.....	261,600	2,496	9.54	319	1.22
Wyoming.....	92,531	564	6.10	126	1.36
Colorado.....	611,000	7,459	12.21	2,211	3.62
New Mexico.....	219,600	736	3.35	286	1.30
Arizona.....	139,500	505	3.62	136	0.97
Utah.....	286,100	4,720	16.50	683	2.39
Nevada.....	43,000	615	14.30	205	4.79
Idaho.....	180,600	831	4.60	404	2.24
Washington.....	618,000	6,319	10.22	1,736	2.81
Oregon.....	425,600	4,183	9.83	1,606	3.77
California.....	1,540,000	19,898	12.92	7,968	5.17

TABLE 42.—Public and private high schools for boys only, for girls only, and for both sexes, 1901-2.

State or Territory.	Public.						Private.							
	For boys only.		For girls only.		Coeducational.		For boys only.		For girls only.		Coeducational.			
	Schools.	Students.	Schools.	Students.	Schools.	Boys.	Girls.	Schools.	Students.	Schools.	Students.	Schools.	Boys.	Girls.
United States	84	13,793	25	17,586	6,233	213,121	306,111	333	21,378	535	25,075	967	30,158	28,079
North Atlantic Division	16	10,500	11	12,655	1,449	65,388	92,488	160	12,022	210	10,148	280	8,878	8,745
South Atlantic Division	9	1,403	7	2,213	420	9,621	14,724	64	2,961	82	4,086	204	6,137	5,524
South Central Division	7	1,144	6	2,048	689	15,306	21,956	38	2,084	61	2,685	265	7,721	6,856
North Central Division	1	676			3,332	109,060	156,714	42	3,140	124	5,904	177	5,540	5,344
Western Division	1	70	1	670	343	13,746	20,229	29	1,171	58	2,252	41	1,882	1,610
North Atlantic Division:														
Maine					145	3,776	5,092			4	99	28	1,140	1,152
New Hampshire	1	47			57	1,575	2,173	7	959	3	187	18	428	439
Vermont					58	1,561	2,136			2	67	15	462	511
Massachusetts	5	2,238	2	1,150	237	14,955	20,908	22	1,760	42	2,056	40	1,057	1,102
Rhode Island					22	1,524	2,160	3	226	6	212	3	71	72
Connecticut	1	5			74	3,783	4,891	18	826	21	1,005	22	454	449
New York	6	6,971	5	7,681	382	21,488	30,595	59	3,160	79	4,052	56	1,613	1,683
New Jersey					93	4,877	7,193	21	1,542	22	941	25	805	761
Pennsylvania	3	1,239	4	3,824	381	11,849	17,335	30	3,549	31	1,529	73	2,848	2,576
South Atlantic Division:														
Delaware					12	427	660	1	40	1	31	1	28	34
Maryland	6	1,045	4	1,196	39	904	1,363	13	582	17	898	16	350	319
District of Columbia					7	1,264	2,075	4	108	17	798	2	73	29
Virginia	1	150			63	1,411	2,561	27	1,136	17	844	26	429	520
West Virginia					28	627	1,100	1	40	4	147	10	549	468
North Carolina					30	588	751	8	581	7	368	86	2,774	2,194
South Carolina	1	178	1	350	90	1,416	2,036	3	155	6	333	15	561	571
Georgia	1	30	2	667	111	2,261	3,000	7	319	7	517	43	1,262	1,236
Florida					40	723	1,178			6	150	5	111	153
South Central Division:														
Kentucky	2	643	1	782	77	1,609	2,356	10	398	18	601	61	1,375	1,247
Tennessee	1	25			99	1,971	3,237	6	429	8	595	68	2,025	1,695
Alabama	1	101	2	494	70	1,394	1,791	4	221	7	197	25	715	567
Mississippi	1	22			88	1,487	2,182	5	331	6	198	27	646	778
Louisiana	1	279	2	682	38	970	1,077	3	174	8	429	17	321	459
Texas					236	6,161	8,919	8	439	12	608	37	1,608	1,265
Arkansas					60	1,248	1,685	2	92	1	38	21	714	517
Oklahoma					16	390	613			1	19	2	70	59
Indian Territory	1	74	1	90	5	76	96					7	247	269
North Central Division:														
Ohio					720	20,557	26,409	7	553	23	1,015	17	542	461
Indiana					382	11,456	15,825	4	397	12	658	10	394	363
Illinois	1	676			354	15,523	25,478	5	369	28	1,193	25	612	681
Michigan					297	12,282	16,876	2	272	8	472	12	316	400
Wisconsin					215	8,202	11,521	4	344	7	475	11	324	256
Minnesota					128	5,985	8,837	6	537	12	668	10	588	309
Iowa					346	12,030	16,988	2	117	7	349	27	1,020	953
Missouri					263	8,250	12,936	10	459	18	790	42	1,221	1,209
North Dakota					33	642	961					2	10	60
South Dakota					71	1,253	1,837			1	45	4	77	83
Nebraska					303	6,609	9,534	1	20	6	185	9	222	289
Kansas					220	6,271	9,612	1	72	2	74	8	264	280
Western Division:														
Montana					22	735	1,312			3	77	2	22	57
Wyoming					10	159	275					1	8	29
Colorado					47	2,452	3,683			3	152	3	54	72
New Mexico	1	76			7	123	176	2	35	1	70			
Arizona					2	86	102			1	50	1	1	5
Utah					6	516	778	1	60	2	110	11	1,133	834
Nevada					10	198	289							
Idaho					7	228	256			1	50	3	72	56
Washington					76	1,860	2,956	2	59	6	195	7	274	204
Oregon					39	1,083	1,617	3	165	8	328	4	210	155
California			1	670	117	6,306	8,785	21	852	33	1,220	9	108	198

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2.

1	2	3	4	Second-ary in-struct-ors.		Prepar-ing for col-lege.						College prepar-atory stu-dents in the class that gradu-ated in 1902.				19	20	21	22				
				State and post-office.	Name.	Principal.	Date of estab-lish-ment.	Ele-ment-ary stu-dents.		Classic-al course.		Schen-tific course.		Gradu-ates in 1902.						Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furni-ture, and scientific apparatus.
								Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.								
ALABAMA.																							
1	Abbeville.....				4	6	5	3															
2	Albertville.....		1889	3	3	50	40	35	60	5	3							600	\$11,000				
3	Alexander City.....			1	1	32	30	0	0									150	3,000				
4	Ashville.....			1	1	30	20	40	40	1	1							4	1,500				
5	Anburr.....		1843	1	2	15	25	35	50									200	8,000				
6	Bessemer.....		1892	1	1	13	33	0	0									30	30,000				
7	Birmingham.....		1883	4	5	90	213	0	0									8,500					
8	.....do.....			1	0	2	4	48	49	0	1	0										
9	Brewton.....			2	1	41	50	0	0									1,000	1,000				
10	Bridgeport.....			1	0	7	12	0	0									1,000	10,000				
11	Brundidge.....			1	1	20	16	0	0									4	4,000				
12	Campbell.....		1893	2	1	15	20	30	70	0	3							1,000	1,250				
13	.....do.....			1	0	11	7	27	19										500			
14	Centerville.....		1901	1	0	18	15	45	35									100	1,600				
15	Courtland.....			1	0	18	13	25	28									4	1,500				
16	Dadeville.....			1	0	14	20	0	0									150	5,000				
17	Decatur.....			1	1	6	25	0	0									20	3,000				
18	Dodhan.....			3	1	15	34	0	0									200	3,000				
19	Edwardsville.....		1898	1	1	12	5	53	55									25	3,000				
20	Enterprise.....			1	1	40	45	0	0	1	1							25	3,000				
21	Eufaula.....		1899	1	2	26	27	0	0	1	0	1	3					200	15,000				

	1894	4	0	57	75	76	66	2	0	2	2	2	0	5	357	1,600
22 Evergreen.....	Jas. A. Duncan.....	1	0	18	22	0	0									3,000
23 Fort Deposit.....	W. W. Benson.....	1	0	12	17	18	23								500	7,000
24 Gainesville.....	J. C. Smith.....	1	0	23	32	0	0	3	0	1	0				280	2,500
25 Goodwater.....	O. T. Smith.....	1	0	10	17	0	0								2,000	2,000
26 Greenville.....	C. B. Gamble.....	1	0	10	17	0	0								523	20,000
27 Grove Hill.....	O. E. Bynum.....	1	0	15	25	35	30									500
28 Hamilton.....	Edward F. Cauthen.....	2	1	85	37	59	62	12	2	3	0*	8	0		200	3,000
29 Harkersville.....	C. H. Florey.....	1	0	9	3	55	45	1	1	2	0	4	0	2	50	500
30 Heflin.....	W. M. Riddle.....	2	0	60	40	30	35								8,000	2,000
31 Hillsboro.....	James N. Bragg.....	1	0	3	12	32	28									
32 Holly Pond.....	Samuels.....	1	1	9	1	61	57									800
33 Humsville.....	S. R. Butler.....	2	2	41	66	0	0								400	10,000
34 Jackson.....	J. B. Murphy.....	3	26	32	89	90									100	6,000
35 Jemison.....	W. A. McCreless, M. Ped.....	1	0	5	7	40	30								100	500
36 Kennedy.....	T. F. Wilkinson.....	1	0	5	6	25	19									
37 Leighton.....	C. G. Lynch.....	1	0	3	5	59	65									
38 McCalla.....	W. H. Nabors.....	1	0	9	21	60	46								18	1,200
39 Midway.....	J. J. Moore.....	1	0	14	18	37	26	1	3							1,100
40 Mobile.....	Thos. A. Taylor.....	3	1	101	0	261	0								200	
41 ..do.....	Wm. A. Caldwell.....	1	1	23	61	0	0									
42 Montevallo.....	Francis M. Peterson.....	1	25	0	314	0	0								300	125,000
43 Montgomery.....	Miss E. M. Bullock.....	0	7	0	130	0	0								1,200	
44 Mounthope.....	Robt. L. Quinn.....	1	1	21	17	29	28	2	1	1	0				125	1,500
45 Murphrees Valley.....	L. O. Scriggs.....	1	0	3	30	33									900	
46 New Decatur.....	R. R. Harris.....	1	14	53	0	0	0								200	15,000
47 New Hope.....	A. S. Hodges.....	1	0	1	4	84	91									600
48 Oakman.....	J. O. Sturdivant.....	1	1	22	29	0	0	5	3	2	3				100	6,000
49 Oneonta.....	W. M. Riddle.....	1	1	31	29	39	43	12	9	10	10				30	1,000
50 Pelham.....	J. W. Ellenburg.....	1	1	29	22	15	8									1,000
51 Phenix.....	W. F. Monk.....	1	2	21	30	0	0									3,750
52 Phenixview.....	S. J. Hall.....	1	0	5	1	37	33									500
53 Pollard.....	Bruce Allen.....	1	0	5	7	28	36									7,000
54 Pratt City.....	W. W. Monroe.....	2	1	25	36	0	0	2	3	4	0	2	3	3	1,000	25,000
55 Roanoke.....	Robert M. Crawford.....	2	2	35	40	0	0								250	7,000
56 Rock Mills.....	L. A. Ware.....	1	0	7	7	0	0	2	4							
57 Saltpa.....	Ben. B. McFeran, L. I.....	1	0	4	5	51	64	1	0							
58 Selma.....	R. E. Hardway.....	1	3	15	60	0	0								1,800	25,000
59 Sheffield.....	Daniel Harmon.....	1	0	2	10	0	0								1,200	2,000
60 Spring Garden.....	A. P. Johnston.....	1	0	5	5	45	35								29	600
61 Stilligent.....	John B. Ziegler.....	1	0	25	12	60	28	6	3							2,000
62 Sylacauga.....	A. G. Seay.....	2	1	31	35	0	0	3	0	3	2	1	4		200	43,000

* Statistics of 1900-1901.

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2.—Continued.

State and post-office.	1	2	Principal.	Date of establishment.	Second-ary in-struct-ors.		Second-ary stu-dents.		Prepar-ing for col-lege.				College prepar-atory stu-dents in the class gradu-ated in 1902.				Length of course in years.	20	21	22		
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					Male.	Female.
ALABAMA—cont'd.																						
63	Trussville	Academy			1	0	20	23	40	35	7	5	2	1	2	1	3	450	\$1,500			
64	Tuscaloosa	Graded School	R. Bliss Edgar.	1887	2	2	16	12	0	0	0	0	0	0	0	0	0	200	30,000			
65	Tusculum	High School.	W. F. Trump	1890	1	0	13	24	0	0	0	0	0	0	0	0	0	85	15,000			
66	do.	High School (colored) *	G. W. Trenholm, M. S.	1899	1	0	5	10	0	0	2	5	0	1	0	1	3	200	3,500			
67	Union Springs	High School.	W. R. Harrison	1899	2	1	20	25	0	0	2	2	0	1	5	1	3	250	6,000			
68	Warrior	do.	E. D. Burns	1882	1	1	24	34	0	0	0	0	6	4	2	3	3	250	1,500			
69	Weavers Station	Weaver's High School.	E. Burns	1889	1	0	5	2	74	46	0	0	0	0	0	0	0	200	1,200			
70	Whistler	High School.	N. R. Baker	1889	1	1	5	10	0	0	2	7	0	2	4	2	2	200	4,500			
71	Winfield	do. *	J. H. Couch	1889	1	0	8	2	62	58	0	0	0	0	0	0	0	145	1,200			
72	Wofford	do. *	C. C. Holliday	1890	1	0	10	7	15	20	0	0	0	0	0	0	0	200	4,500			
73	Woodlawn	do.	R. A. Clayton	1890	1	2	20	30	0	0	0	0	0	0	0	0	0	500	15,000			
ARIZONA.																						
74	Globe	High School.	Miss Alma M. Davis.	1895	2	1	10	20	0	0	0	0	3	1	5	4	10	800	25,000			
75	Phoenix.	Union High School.	Geo. Blount.	1895	3	4	76	82	0	0	0	0	5	5	7	5	850	33,000				
ARKANSAS.																						
76	Augusta	High School.	O. L. Dinaway	1870	1	0	5	10	0	0	0	0	0	0	0	0	2	180	1,800			
77	Benton	do. *	A. E. Wilson.	1870	1	0	15	23	0	0	2	3	3	0	0	0	3	235	2,500			
78	Booneville	Graded School.	R. E. Cornelius	1870	1	0	12	14	0	0	0	3	1	0	0	0	3	218	2,500			
79	Charleston	High School.	S. A. Hamilton	1876	1	2	22	18	56	52	4	3	3	2	4	6	3	100	800			

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2—Continued.

125	State and post-office.	Name.	Principal.	Date of establishment.	Second-ary in-struct-ors.		Second-ary in-struct-ors.		Ele-ment-ary stud-ents.		Preparing for college.				College prepar-atory stud-ents in the class that gradu-ated in 1902.		Length of course in years.	20	21	22		
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					Male.	Female.
ARKANSAS—cont'd.																						
125	Searcy	High School *	A. V. Hamilton		1	1	17	29	0	0	4	2	4	4	4	2	2	129	\$6,500			
126	Sidney	Collegiate Institute	William Bingham		1	0	2	10	18	15	2	2	2	2	2	2	2	20	1,000			
127	Springfield	High School *	Will A. Berry		1	0	6	9	59	53	2	4	4	4	4	4	4	250	1,000			
128	Stamps	Graded School	J. C. Benedict	1899	1	0	3	6	22	21	0	0	0	0	0	0	0	3	500			
129	Stephens	High School	Marcius E. Vinson		1	0	16	26	0	0	1	0	1	1	1	1	1	100	7,000			
130	Tennant	High School	J. T. Cantwell		1	2	35	53	0	0	0	0	0	0	0	0	0	100	25,000			
131	Valley Springs	Academy	W. B. Schlegel	1888	1	0	8	2	0	0	4	0	0	0	0	0	0	100	1,500			
132	Vanburen	High School	A. L. Feacher		2	0	25	34	0	0	0	0	0	0	0	0	0	500	20,000			
133	Waldron	do	C. Henderson		1	0	59	25	0	0	2	0	2	2	2	2	2	400	4,000			
134	Walnut Ridge	do	W. H. Watkins		1	0	5	5	20	20	3	2	3	3	3	3	3	400	1,000			
135	Wheatley	do	T. C. Nail		1	0	8	9	22	35	0	0	0	0	0	0	0	1	1,000			
CALIFORNIA.																						
136	Alameda	High School	Arthur W. Scott, M. D.	1875	5	9	149	244	0	0	27	53	6	15	5	4	4	500	31,500			
137	Alhambra	do	A. C. Wheat	1898	1	2	16	29	0	0	0	0	1	4	1	4	4	1,040	12,000			
138	Arcata	Union High School	Alfred D. Tenney	1895	1	1	18	25	0	0	0	0	2	5	2	5	5	170	750			
139	Arroyo Grande	do	A. F. Parsons	1893	1	1	13	21	0	0	0	0	1	4	1	4	4	400	200			
140	Auburn	Placer County High School	W. M. Mackay	1897	2	1	31	43	0	0	8	8	1	1	1	1	1	200	400			
141	Azusa	Citrus Union High School.	Miss Sara L. Dole	1891	0	3	15	16	0	0	2	1	3	0	3	3	3	350	3,500			
142	Bakersfield	Kern County High School.	Le Roy B. Peckham	1893	5	2	63	88	0	0	0	0	1	3	0	3	3	1,200	35,000			
143	Benicia	High School	Geo. E. Furbush	1897	2	11	36	0	0	0	0	0	5	0	5	5	5	1,600	33,000			
144	Berkeley	do	M. C. James	1880	7	10	235	330	0	0	2	13	31	5	34	36	33	1,300	80,000			

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2.—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Secondary instructors.		Elementary students.		Students preparing for college.						Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.				
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					Male.	Female.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
CALIFORNIA—ctd.																					
189 Mendocino	High School.	Wayne P. Smith	1895	2	1	16	37	0	0	0	0	0	0	1	3	1	1	4	500	59,000	
190 Merced	Merced County High School.	Irving E. Outcalt.	1895	4	1	50	60	0	0	0	0	0	0	7	10	7	7	4	850	25,000	
191 Modesto	High School.	Thomas Downey	1895	2	2	24	47	0	0	0	7	15	1	13	1	11	3	835	25,370		
192 Monrovia	do	Nathan F. Smith	1895	2	2	18	28	0	0	3	1	9	15	2	2	2	2	4	866	1,600	
193 Napa	do	Francis O. Mower.	1897	2	2	44	77	0	0	0	20	39	6	12	4	4	4	769	12,000		
194 National City	do	C. P. Evans	1895	2	1	20	22	34	38	0	10	12	3	4	1	1	4	530	3,500		
195 Nevada City	do*	E. H. Barker	1895	2	1	30	40	0	0	10	6	10	6	2	9	1	4	4	500	27,000	
196 Oakland	Union High School.	Albert L. Jones	1895	1	1	19	24	0	0	0	2	3	2	3	6	2	3	260	6,778		
197	High School.	J. H. Pound.	1898	11	17	345	612	0	0	0	0	0	0	23	54	36	50	4	500	207,500	
198	do	V. M. Fisher.	1901	0	8	110	109	0	0	0	0	0	0	7	12	0	2	253	50,000		
199	Oroville	L. W. Keiger	1895	0	0	6	14	0	0	0	0	0	0	1	3	0	0	150	100		
200	Grayville	J. B. Hughes	1892	1	0	37	33	0	0	12	13	15	2	7	6	1	2	4	350	1,500	
201	Pacific Grove.	Richard L. Sandwick	1896	2	1	20	41	0	0	0	0	0	0	3	4	3	10	4	225	95,000	
202	Palo Alto.	A. Morris Fiedick	1896	3	3	56	64	0	0	0	0	0	0	4	7	4	7	4	925	95,000	
203	Pasadena.	James D. Graham.	1895	1	2	131	182	0	0	20	50	39	14	11	27	13	13	4	510	88,000	
204	Paso Robles	L. E. Peafes	1895	1	2	28	32	0	0	0	0	0	0	3	2	3	2	4	929	100,000	
205	Perris	U. H. Nicholson	1897	1	1	10	10	0	0	0	0	0	0	0	0	0	0	4	150	26,300	
206	Petaluma.	James Ferguson	1891	2	2	38	57	0	0	0	0	0	0	1	5	0	1	4	550	26,300	
207	Pomona	Frank H. Hyatt	1891	2	2	8	37	135	0	5	9	30	50	10	19	1	4	65	700	35,000	
208	Portersville.	J. L. Dinwiddie	1896	2	1	37	35	0	0	0	0	0	0	10	7	1	1	4	400	50,000	
209	Ranoma	W. Olin Lowe	1888	1	0	6	7	3	2	0	0	0	0	2	3	0	0	4	48	1,300	
210	Redbluff	O. E. Graves.	1898	2	2	22	56	0	0	4	20	4	2	2	7	2	7	4	465	1,300	

274	Fruitsdo	1889	Miss Ella Allen	1	1	7	20	0	0	0	0	1	4	1	9	1	4	3	900
275	Georgetowndo	1874	R. A. Leisy	2	1	23	32	0	0	0	0	0	0	2	5	2	5	4	15,000
276	Golden	Fremont High School	1886	P. J. Francis	.....	1	0	8	.....	30	30	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	100
277do	High School	1883	William Triplett	3	0	58	63	0	0	0	0	5	9	2	1	3	6	3	2	4	800
278	Grand Junction	.....do	1886	Albert S. Otto	.....	3	2	24	80	0	0	0	0	0	0	.....	3	6	3	6	4	1,500
279	Grealey	.....do	.....	A. B. Copeland	.....	4	3	73	106	0	0	0	0	0	0	.....	5	27	.....	.....	.....	450
280	Grimson	.....do	.....	Edwin F. Dyer	.....	2	0	10	18	0	0	0	0	0	0	.....	0	2	.....	.....	.....	600
281	Holyoke	Phillips County High School	1901	O. E. Jackson	.....	1	0	11	12	0	0	0	0	0	0	.....	0	2	.....	.....	.....	132
282	Idaho Springs	High School	1883	P. L. Clarke	.....	2	2	19	48	0	0	0	0	5	4	10	4	6	1	2	4	700
283	Lajunta	Union High School No. 1	1895	E. E. Cole	.....	4	3	54	96	0	0	0	0	0	0	.....	15	22	2	9	1	800
284	Leadville	High School	.....	Alonzo P. Troth	.....	5	3	62	124	10	15	6	2	6	0	6	6	9	6	0	5	708
285	Longmont	.....do	.....	James McCon	.....	3	1	45	89	0	0	0	0	0	0	.....	6	9	.....	.....	.....	650
286	Loveland	.....do	.....	D. P. Taylor	.....	2	1	40	50	0	0	0	0	4	7	1	0	2	11	2	11	700
287	Mancos	.....do	.....	J. W. Deuney	.....	1	0	5	4	12	22	0	0	0	0	.....	5	5	4	.....	.....	175
288	Montevista	.....do	.....	W. O. Anderson	.....	3	1	24	58	0	0	0	0	8	12	.....	5	2	.....	.....	.....	350
289	Montrose	.....do	.....	W. G. Harris	.....	1	1	23	32	0	0	0	0	0	0	.....	3	1	.....	.....	.....	1,500
290	Ouray	.....do	1896	U. S. Parker	.....	5	9	90	146	0	0	0	1	2	4	0	5	4	3	4	3	400
291	Pueblo	Central High School	.....	Miss Izora Scott	.....	5	9	142	0	0	0	0	0	0	0	.....	6	16	4	7	4	1,100
292	.....do	(dist. No. 20)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
293	Rockyford	High School (dist. No. 1)	1879	Henry M. Hart	.....	4	9	94	137	0	0	0	3	3	17	13	17	16	9	6	4	60
294	Saguache	High School	1880	G. B. Fleming	.....	2	1	30	28	0	0	0	0	0	0	.....	0	5	.....	.....	.....	700
295	Sauida	.....do	1900	John B. Morgan	.....	2	0	24	26	0	0	0	0	0	0	.....	0	.....	.....	.....	.....	10,000
296	Silverton	.....do	.....	Harry L. McGinnis	.....	3	0	21	43	0	0	0	3	9	.....	3	8	2	5	4	.....	800
297	Sterling	Logan County High School	1898	A. R. Lynch	.....	1	2	9	16	0	0	0	0	0	0	.....	0	4	0	3	4	300
298	Telluride	.....do	1901	F. H. Merten	.....	2	1	33	53	0	0	0	0	0	8	5	5	5	5	.....	.....	500
299	Trinidad	High School	.....	Geo. W. Gould	.....	1	2	9	11	0	0	0	0	1	0	5	2	0	0	1	4	1,000
300	Victor	Rice High School High School*	Willis T. Lee Wilson M. Shafer	3 4	3 1	46 60	87 72	0 0	0 0	0 0	0 0	20 30	2 2	30 6	2 2	6 1	2 2	400
CONNECTICUT.																							
301	Ansonia	High School	M. E. Richmond	0	5	52	69	0	0	0	0	1	1	4	0	2	11	2	0	4	2,500
302	Bethel	.....do	1887	Georgezer M. Crofoot	.....	2	0	24	53	0	0	0	0	0	5	.....	5	16	.....	.....	.....	12,000
303	Branford	.....do	1878	George F. Mardock	.....	7	2	15	28	0	0	0	0	2	2	0	1	1	1	0	4	900
304	Bridgeport	.....do	1876	H. D. Shinnick	.....	12	25	41	0	0	0	0	0	0	0	.....	15	47	10	11	4	1,274
305	Bristol	.....do.*	.....	Edward H. Melachlin	.....	2	3	51	92	0	0	0	0	6	5	18	46	7	16	4	3	1,500
306	Broadbrook	Grammar School	.....	John Pettibone	.....	1	0	17	33	104	110	0	0	0	0	1	0	3	3	1	0	275
307	Canaan	Graded High School	.....	Miss Sarah J. Ioraback	.....	0	1	17	27	0	0	0	0	0	0	.....	3	7	.....	.....	.....	100
308	Cheshire	High School	.....	Wilbur E. Soule	.....	1	1	14	22	0	0	0	0	2	1	0	4	8	.....	.....	.....	225
309	Colchester	Baron Academy	1803	Henry N. Dickison	.....	1	2	21	38	0	0	0	0	1	3	1	0	4	3	1	1	250
310	Collinsville	High School	.....	Harlow Godard	.....	2	2	37	41	0	0	0	0	4	2	9	0	8	4	2	4	700
311	Danbury	.....do	.....	J. R. Perkins	.....	3	2	76	104	0	0	0	0	3	0	10	17	13	26	6	5	600
312	Danielson	Killingly High School	.....	Robert O. Small	.....	1	4	65	55	0	0	0	0	1	5	5	5	7	2	1	0	1,125
313	Deeriver	High School	.....	Henry S. Pratt	.....	1	1	28	29	0	0	0	0	0	0	.....	3	4	.....	.....	.....	900
314	Derby	High School*	1876	J. W. Peck	.....	2	2	29	39	0	0	0	13	0	16	3	6	7	6	0	4	100
315	East Hampton	Center School	Marshall O. Edison	1	0	8	7	0	0	0	0	4	0	0	0	2	0	1	0	2	500
316	East Hartford	High School	1891	James R. Tucker, Ph. D.	.....	1	1	3	18	35	27	27	0	7	4	1	0	3	8	2	2	100
317	East Norwalk	.....do	1890	Edward H. Gumbart	.....	1	1	8	15	0	0	0	0	0	0	.....	0	0	.....	.....	.....	100
318	Falls Village	David M. Hunt School	1891	Miss Grace H. Merwin	.....	0	1	6	6	2	1	.....	.....	.....	.....	.....	4	4	.....	.....	.....	250

* Statistics of 1900-1901.

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Second-ary in-struct-ors.		Second-ary stu-dents.		Ele-men-tary stu-dents.		Students.						Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.		
				Male.	Female.	Male.	Female.	Preparing for college.		Gradu-ates in 1902.		College prepar-atory stu-dents in the class that gradu-ated in 1902.									
								Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
CONNECTICUT—ctd.																					
319	Glastonbury	Henry T. Cottle	1859	2	2	21	51	16	23	1	2			3	8	1	1	4		150	\$6,000
320	Greenwich	Newton B. Hobart	1875	3	2	37	62	0	0	5	3	2	0	6	6	4	2	4		1,500	12,000
321	Guilford	Carl A. Lewis	1875	1	2	20	40	0	0	2	5			1	7	1	0	5		525	600,000
322	Hartford	Edward H. Smiley	1847	18	22	502	508	0	0					55	75	29	9	4		6,350	12,000
323	Hazardville	Elmer E. E. Randall	1892	1	0	7	15	7	4					0	1	0	2	2		500	1,000
324	Lakeville	Geo. A. Clark	1892	1	0	21	19	0	0	0	1	0	1	0	1	3	1	0		200	15,000
325	Litchfield	Geo. A. Smith, B. A.	1895	1	1	12	25	0	0	3	0	1	0	3	3	2	0	2		1,100	900
326	Lyme	Winthrop Buck	1884	1	0	10	10	0	0	3	0	1	0	3	3	2	0	2		900	7,500
327	Madison	Miss Mary F. Campbell	1884	2	10	117	158	0	0	43	67	10	0	9	16	8	8	4		3,200	70,000
328	Meriden	Willis J. Prouty	1884	2	9	121	122	0	0	10	6	27	20	28	21	13	7	4		300	400,000
329	Middletown	Walter B. Ferguson	1880	1	2	31	30	0	0					4	5	2	0	3		400	20,000
330	Millford	H. I. Mathewson	1880	1	2	9	11	0	0					0	2	1	0	4		100	8,000
331	Mystic	Miss H. E. Park	1880	1	0	1	9	0	0					0	2	1	0	4		100	10,000
332	do	Snyder J. Gage	1880	1	0	6	15	107	94	0	5	1	0	5	7	3	2	4		1,200	1,500
333	Naugatuck	Frank W. Eaton	1850	3	5	69	73	0	0	7	8			19	37	7	3	4		1,035	10,000
334	New Britain	Martin J. Beaudet	1880	5	11	185	206	0	0	1	3	1	0	0	5	0	2	2		500	10,000
335	New Hartford	F. P. Daniels	1880	1	0	6	20	0	0	1	3			0	5	0	2	2		1,500	10,000
336	New Haven	Thomas W. Mather	1894	8	15	373	212	0	0					110	0	12	14	6		600	165,000
337	do	John P. Cushing	1859	9	19	319	480	0	0	150	100	100	0	38	93	26	23	4		4,200	153,331
338	New Milford	Ernest I. Robinson, M. A.	1880	1	0	14	27	0	0			4	2	0	2	0	2	2		400	15,000
339	Niantic	Geo. D. Taylor	1880	1	0	15	6	0	1					0	1	1		2		300	3,000
340	Norwalk	Chas. A. Tucker	1880	1	0	12	6	0	0					1	1			2		300	25,000
341	do	Horace B. Wigham	1901	1	2	13	32	0	0					1	3			4		500	165,000

342	Orange	High School*	W. H. Sprengle	1899	1	1	9	16	5	4	1	3	1	0	0	3	0	2	4	156			
343	Plymouth	Center High School	W. Dudley Yates	1889	1	1	6	22	0	0	0	1	3	0	3	0	2	2	4	8,000			
344	Portland	High School	Walter J. Randolph	1889	1	1	2	11	0	0	0	0	0	2	3	0	3	4	500				
345	Pittman	do.*	Hoyst A. Moore	1870	3	3	65	0	0	0	8	10	22	5	8	7	2	4	1,100				
346	Rockville	High School	Albert M. Newell	1870	2	8	77	125	0	0	0	0	0	0	8	7	2	4	25,000				
347	Salisbury	Academy	Frederick A. Tibbets	1892	1	1	0	8	31	7	0	0	0	0	0	1	6	4	350				
348	Saybrook	do	Albert M. Newell	1892	1	1	17	25	0	0	0	0	0	0	0	1	1	6	1,500				
349	Seymour	do	Albert H. Kirtland, A. B.	1892	1	1	23	33	0	0	0	1	3	0	4	6	0	3	95				
350	Sharon	do	Walter S. Nowell, M. A.	1890	1	1	33	31	0	0	0	0	5	2	3	0	3	4	500				
351	Shelton	do	Allan W. Peirce	1890	0	1	10	24	0	0	0	0	5	2	1	5	2	1	200				
352	Somers	Lewis High School	Miss Martha E. Hersey	1890	1	5	30	68	0	0	0	16	0	13	8	4	5	3	800				
353	Southampton	High School	E. L. Meritt	1893	3	8	51	66	0	0	0	0	5	2	13	6	4	6	3,500				
354	South Manchester	do	Fred A. Verplanck	1893	1	4	40	19	0	0	0	1	1	2	0	5	1	1	350				
355	South Norwalk	do	W. C. Foote	1893	1	0	6	19	0	0	0	0	1	1	0	2	1	1	200				
356	South Windsor	do	E. M. F. Perrin	1893	1	2	25	27	0	0	0	0	3	1	0	5	1	3	200				
357	Stafford Springs	Stafford High School	Ernest A. Maynard	1873	1	2	25	27	0	0	0	7	11	8	5	9	13	5	700				
358	Stamford	High School	William R. Jones	1873	7	6	84	150	0	0	0	0	3	5	4	0	4	4	1,155				
359	Stonington	High School (dist. No. 9)	Chas. T. Eaton	1873	1	2	20	28	0	0	0	0	0	2	6	0	2	4	1,380				
360	do.	Pawcatuck High School (disc. No. 18)	E. W. Clarke	1889	1	2	19	23	0	0	0	0	2	3	4	2	5	4	1,592				
361	Stratford	High School	L. B. Bennett	1884	0	3	12	19	0	0	0	0	1	0	1	0	2	4	500				
362	Terryville	do	W. Arthur Turner	1884	1	0	27	21	0	0	0	0	1	3	1	0	5	0	210				
363	Thomaston	do	G. F. Ellsworth	1884	1	2	21	23	0	0	0	4	2	0	6	5	0	5	190				
364	Thompsonville	Enfield High School	Edgar H. Parkman	1876	2	4	30	81	0	0	0	9	3	4	0	6	25	2	1,800				
365	Torrington	High School	Edwin H. Forbes, Ph. D.	1876	2	9	104	119	36	41	2	3	7	0	5	17	2	2	3,900				
366	Unionville	do	Ernest M. Gleason	1876	1	2	18	57	0	0	0	5	5	6	10	2	9	1	250				
367	Wallington	do	Charles D. Platt	1876	1	6	21	48	0	0	0	0	0	0	2	3	5	4	450				
368	Wapping	do	Winfield A. Thompson	1893	1	0	9	12	0	0	0	0	0	0	0	2	3	0	200				
369	Waterbury	do	Stephen W. Wilby	1851	7	12	225	275	0	0	30	20	10	0	25	37	12	8	350				
370	Watertown	Center High School	Frederic J. Working	1878	1	2	21	23	0	0	0	0	0	0	3	2	0	3	125,000				
371	Westchester	Day High School	J. Edward Adams	1878	1	0	5	0	2	0	0	5	12	3	0	5	3	4	200				
372	West Hartford	High School	John F. Peck	1872	3	0	21	36	0	0	0	0	5	1	10	6	5	1	1,000				
373	Westville	do	Miss Hannah W. Kelsey	1886	0	2	11	6	0	0	0	0	5	1	10	6	5	1	1,000				
374	Williamantic	Windham High School	A. E. Peterson	1870	2	4	78	98	0	0	11	8	6	0	7	16	5	1	48,000				
375	Woodbury	do	Miss Harriet B. Munro	1898	0	4	13	25	0	0	0	1	0	4	0	0	1	0	213				
375	Woodbury	do	do	1898	0	4	13	25	0	0	0	1	0	4	0	0	1	0	213				
DELAWARE.																							
376	Delaware City	High School	Norris W. Wilkinson	1880	1	0	11	18	0	0	0	0	1	4	1	4	1	4	2	130			
377	Dover	do	Alex. Crayton	1880	2	0	10	20	0	0	0	2	0	1	2	0	1	4	2	100			
378	Felton	do	H. V. Holloway	1885	1	0	16	20	50	50	1	0	1	2	0	1	4	2	2	15,000			
379	Georgetown	do	J. Emory Chippman, A. B.	1885	1	1	14	18	0	0	0	0	1	0	1	8	0	3	100				
380	Laurel	do	H. E. Shagenbush	1896	1	1	9	28	0	0	2	1	0	2	4	2	1	3	50				
381	Lewes	Union School	George W. Mitchell, A. M.	1875	1	1	12	33	0	0	0	0	0	0	6	6	4	4	12,000				
382	Middletown	High School	Win. J. Bickett	1898	1	0	5	20	0	0	3	2	0	0	8	0	3	4	500				
383	Milford	do	John D. Brooks	1898	1	3	18	30	0	0	1	2	0	0	8	0	3	4	400				
384	Newcastle	do	William Richardson	1893	1	1	19	26	0	0	0	0	3	5	6	8	2	5	25				
385	Seaford	do	Addison C. Brower	1893	1	1	21	21	0	0	3	5	6	8	2	5	4	4	100				
386	Smyrna	do	John P. Burdette	1872	2	1	24	24	0	0	0	1	0	0	3	5	0	3	60				
387	Wilmington	do	A. H. Berlin	1872	6	16	279	402	0	0	0	2	5	7	0	32	61	3	330				

* Statistics of 1900-1901.

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Students.								Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.							
				Second-ary in-struct-ors.		Ele-ment-ary stud-ents.		Prepar-ing for college.		Grad-uates in 1902.						College prepar-atory stud-ents in the class that grad-uated in 1902.						
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					Male.	Female.	Male.	Female.			
I	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
DISTRICT OF COLUM-BIA.																						
Washington	Armstrong Manual Training High School (colored)	Wilson B. Evans	1901	16	9	98	144	0	0	2	0	11	30					4	91		\$178,800	
do	Business High School	Allan Davis	1890	7	17	282	421	0	0	62	94							2	128	750		
do	Central High School	Percy M. Hughes	1882	15	29	269	538	0	0	51	65	52	3	18	64			4	125	6,162		
do	Eastern High School	M. F. Swartzell	1890	7	14	26	288	0	0	16	9	8	2	19	41			7	109	2,175		
do	McKinley Manual Training High School	A. I. Gardner	1901	9	6	227	35	0	0	88	7							4	115		240,000	
do	M Street High School (colored)	Mrs. Anna J. Cooper	1890	15	10	135	438	0	0	9	0							4	120	1,600	136,300	
do	Western High School	Miss Edith C. Westcott	1890	7	11	127	211	0	0	26	21	40	10	18	41	13	8	4	46	982		
FLORIDA.																						
Apalachicola	High School	Louis Campbell		1	0	10	20	0	0	1	1							3			5,000	
Aracadia	De Soto High School	J. H. Fuls	1897	1	0	13	32	0	0									4			1,000	
Aucilla	High School *	C. P. Hunter		1	0	3	4	25	30	1	1							4			500	
Barlow	Summerlin Institute	O. M. Given	1889	1	2	28	44	0	0	0	0	3	1	0	3	0	2	4			300	
Braidentown	Manatee County High School *	J. M. Stuart		1	3	29	54	59	53	0	2	2	0	3	3	2	2	2			150	
Brooksville	Hernando County High School	E. F. Wilson		2	1	11	59	42	0	1	1	0	2	3	1	1	4				300	
Crawfordville	Wakulla Graded School *	Geo. W. Camp		1	1	8	16	44	26									4			1,200	

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Second-ary in-struct-ors.		Second-ary stud-ents.		Students.						Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.				
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					Male.	Female.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
GEORGIA—cont'd.																					
512	Rome.																				
513	Roswell																				
514	Royston																				
515	Rutledge		1896	1	0	12	19	0	0	3	3									50	\$2,000
516	Sandersville		1890	1	0	20	10	45	40	0	0	4	5	2	0					110	5,000
517	Savannah		1892	1	0	4	8	0	0	0	0									25	1,000
518	Savannah		1868	3	94	169	0	4	42	4	15	12	53	6	20					50	2,000
519	Sharpsburg			1	0	14	19	31	35	3	6	4	0	0							150,000
520	Shellman		1885	1	1	24	16	34	38	7	5	2	4	0						500	600
521	Silomn			1	0	6	9	36	50			1	2	1	0	4				60	600
522	Social Circle.		1896	1	2	35	44	19	16	3	8	3	6	3	6	4				60	10,000
523	Soque			1	0	5	9	40	26	5	4	3	2	2						20	16,000
524	Stone Mountain.		1890	2	0	29	36	0	0	0	0	7	4	7	4					467	1,900
525	Stone Mountain.			2	0	4	12	61	58	0	4										
526	Sunnoch			1	0	10	6	58	44												
527	Sylvania		1874	1	0	9	11	46	34												
528	Tennille		1874	1	2	28	32	0	0	5	8	2	0	3	1	2				250	10,000
529	Thomaston.		1874	1	2	24	36	0	0											1,000	15,000
530	Tunnelhill			1	1	15	18	31	33	2	2	1	0	1	4	1				100	1,200
531	Turin.			1	0	30	17	31	13												1,500
532	Union Point.			1	0	13	20	0	0	2	4										1,000
533	Valdosta			2	1	40	48	0	0												15,000
534	Villa Rica.		1891	1	3	60	70	0	0	8	11	7	0	2	4	1				1,300	7,500

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Second-ary in-struct-ors.		Second-ary stu-dents.		Ele-ment-ary stu-dents.		Students.						Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.			
				Male.	Female.	Male.	Female.	Male.	Female.	Preparing for college.		Gradu-ates in the class gradu-ated in 1902.		Male.	Female.							
										Male.	Female.	Male.	Female.							Male.	Female.	
ILLINOIS—cont'd.				5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
580	Batavia.....	L. F. Wentzel.....	1	2	18	29	0	0	0	3	10	3	4	100	\$30,000
581do.....	Miss Blanche Shearer.....	1	1	16	20	0	0	0	0	3	735	8,000
582	Beardstown.....	Paul Yates.....	4	4	70	83	0	0	3	1	17	0	13	25	4	6	4	1,800	90,000
583	Belleville.....	H. W. Bruns.....	1888	4	2	75	92	0	0	3	4	6	3	12	5	2	3	1,200
584	Belvidere.....	Miss Flora Fellows.....	1	5	32	69	0	2	0	4	6	3	7	20	4	10	4	285
585do.....	Miss Carrie Lindley.....	1	5	72	108	0	0	4	10	12	5	7	20	4	10	4	300	60,000
586	Bement.....	Geo. M. Thompson.....	1878	2	0	21	31	0	0	2	4	2	0	1	6	0	2	4	500	95,000
587	Biggsville.....	J. A. Strong.....	1896	1	3	35	34	0	0	0	3	7	13	5	11	4	4	.....	.....	700	8,000
588	Blandinsville.....	B. E. Decker.....	.....	1	1	25	36	0	0	0	0	0	0	4	9	.....	.....	.....	.....	120	5,200
589	Bloomington.....	E. L. Boyer.....	.....	6	7	159	273	0	0	4	5	45	75	19	25	.....	.....	.....	.....	1,400	100,000
590	Bradford.....	W. D. Edmunds.....	.....	1	1	19	43	0	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	200	16,000
591	Bradley.....	A. Leachman.....	1895	1	0	15	20	0	0	0	.....	.....	.....	0	6	.....	.....	.....	.....	225	10,000
592	Brighton.....	R. F. Glosup.....	1883	1	0	13	17	0	0	2	3	.....	.....	4	3	.....	.....	.....	.....	168	5,000
593	Brimfield.....	C. U. Stone.....	1892	2	0	10	20	0	0	1	4	0	2	2	2	0	3	.....	.....	225	12,000
594	Bunkerhill.....	C. W. Yerkes.....	1889	1	1	16	15	0	0	2	1	2	1	4	4	4	3	.....	.....	100	15,000
595	Bushnell.....	W. H. H. Miller.....	1878	1	2	29	49	0	0	0	10	8	0	6	2	4	4	.....	.....	850	25,000
596	Byron.....	Miss Jennie Fearer.....	1874	1	1	20	29	0	0	1	2	1	0	4	7	.....	.....	.....	.....	250	7,000
597	Caro.....	John Snyder.....	1871	1	6	73	109	0	0	1	9	12	10	14	17	6	4	.....	.....	739	40,800
598	.....do.....	J. C. Lewis.....	1889	1	2	22	51	0	0	.....	.....	.....	.....	4	8	.....	.....	.....	.....	330	3,500
599	Cambridge.....	J. W. Cradler.....	.....	1	2	30	35	0	0	1	2	.....	.....	6	9	4	1	4	.....	209	10,000
600	Camppoint.....	W. W. Wirt.....	1884	1	1	40	23	0	0	.....	.....	.....	.....	4	0	4	0	4	.....	781	20,000
601	Campton.....	C. S. Aldrich.....	1861	3	8	91	130	0	0	.....	.....	.....	.....	9	16	5	2	.....	.....	625	40,000
602	Capron.....	W. G. Cook.....	.....	1	1	7	17	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	150	2,000

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Second-ary in-struct-ors.		Ele-men-tary stu-dents.		Prepar-ing for col-lege.				Col-lege pre-pa-ry stu-dents in the class that gradu-ated in 1902.		Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furni-ture, and scientific apparatus.
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
ILLINOIS—cont'd.				5	9	8	7	6	5	4	3	2	1	20	21	22	
640	Clyde.....	H. V. Church.....	1900	3	4	41	30	0	0	1	2	2	2	4	750	\$20,000	
641	Cobden.....	Miss Cecelia Whelpley.....	1895	1	1	20	28	0	0	6	2	.....	.....	4	2,000	5,000
642	Coffeen.....	W. R. Duncan.....	1894	1	0	28	22	0	0	.....	.....	.....	.....	2	200	300
643	Colchester.....	F. F. Duvane.....	.....	1	0	15	20	0	0	.....	.....	.....	.....	3	300	16,000
644	Collinsville.....	F. C. Provvidy.....	1882	1	2	85	40	0	0	5	3	5	3	3	215	25,000	
645	Collinsville.....	Miss Carolyn Greene.....	1880	1	2	12	30	0	0	.....	.....	.....	.....	3	500	.....
646	Conterville.....	R. V. Black.....	1885	1	1	16	20	0	0	.....	.....	.....	.....	3	500	3,000
647	Cuba.....	Geo. W. Hulvey.....	1880	1	1	27	45	0	0	.....	.....	.....	.....	4	200	10,000
648	Dallas City.....	Chas. J. Fester.....	.....	1	0	15	24	0	0	0	3	0	3	4	150	20,000
649	Danvers.....	Austin L. Green.....	.....	1	0	15	22	43	53	.....	.....	.....	.....	3	100	5,000
650	Davis.....	L. R. Langworthy.....	.....	1	0	19	12	48	46	.....	.....	.....	.....	3	300	6,000
651	Decatur.....	Frank Hamsher.....	.....	6	13	230	350	0	0	.....	.....	.....	.....	4	1,100	25,000
652	DeKalb.....	Chas. E. Skinner.....	.....	4	5	83	123	0	0	.....	.....	.....	.....	4	500	4,000
653	DeLand.....	Noah A. Young.....	1894	1	0	5	15	60	60	2	7	.....	.....	3	1,200	30,000
654	DeLavan.....	F. Von Eschen.....	.....	2	3	45	52	0	0	.....	.....	.....	.....	4	430	28,000
655	Dixon.....	B. F. Bullard.....	1868	3	2	41	85	0	0	1	10	0	5	4	400	40,000	
656	Downers Grove.....	Miss Mabel E. Messner.....	1876	1	2	18	32	0	0	.....	.....	.....	.....	4	600	50,000
657	Dundee.....	Miss Julia M. Gay.....	1872	0	4	29	42	0	0	.....	.....	.....	.....	4	700	40,000
658	Duquoin.....	A. F. Ashbacher.....	1883	3	1	50	54	0	0	10	4	10	3	4	800	8,100	
659	Durand.....	Herbert Dyar.....	.....	1	0	17	23	0	0	1	1	2	2	3	600	40,000
660	Dwight.....	Miss Lella Britt.....	.....	2	2	28	35	0	0	.....	.....	.....	.....	4	314	18,000
661	Earlville.....	G. V. Clum.....	.....	2	1	25	37	0	0	0	2	1	0	4	800	40,000
662	East St. Louis.....	Chas. L. Manners.....	1874	3	8	108	213	0	0	1	0	1	0	4	270	75,000	

663	do	B. F. Bowles	1901	1	1	7	13	0	0	0	2	2	0	4	20	20,500
664	Edinburg	J. W. D. Butcher	1890	2	1	21	24	0	0	6	7	2	1	3	1	230
665	Efingham	M. S. Vance	1890	2	0	24	40	0	0	10	15	4	3	5	9	325
666	Elgin	E. J. Kelsey	1865	2	13	225	325	0	0	0	0	0	18	33	10	1,427
667	Elizabeth	O. S. Meyer	1893	2	0	5	23	0	0	0	0	0	0	8	0	5,000
668	Elkhart	G. E. Wright	1893	1	0	10	10	30	50	0	0	0	0	0	25	7,000
669	Elmhurst	R. O. Stoops	1898	1	1	6	8	0	0	2	3	0	0	0	1,100	35,000
670	Elmwood	Chas. S. Stewart	1870	1	2	27	32	0	0	8	10	10	6	3	5	12,000
671	Elpaso	John L. Prewer	1888	1	1	24	32	0	0	0	0	0	0	0	350	10,000
672	do	H. E. Wats.	1888	1	2	21	35	0	0	2	4	1	1	1	5	1,600
673	Eureka	Carl Johann	1883	1	1	20	36	0	0	0	0	0	0	0	125	10,000
674	Evanston	Henry L. Bolwood	1883	7	14	177	255	0	0	0	1	1	15	22	13	16,000
675	Fairbury	Miss Marcia O. Smith	1895	2	2	35	47	0	0	0	0	0	0	6	3	1,200
676	Fairfield	W. G. Clinch	1895	2	2	30	45	0	0	0	0	0	1	12	1	600
677	Fairmount	O. P. Hayworth	1897	3	0	18	23	0	0	8	1	0	0	1	5	250
678	Farmer City	C. C. Covey	1870	3	2	52	48	0	0	0	0	0	6	5	0	600
679	Farmington	H. L. Roberts	1870	1	2	39	34	0	0	10	4	3	1	0	7	15,000
680	Flora	J. M. Stephens	1870	1	1	22	29	0	0	1	0	0	2	8	1	240
681	Forrest	W. S. Perry	1870	1	1	18	32	0	0	0	0	0	1	5	0	1,635
682	Forreston	I. D. Phillips	1856	1	1	13	19	0	0	0	0	0	0	0	0	600
683	Franklin	A. H. Glasgow	1895	4	6	87	21	0	0	1	2	2	3	7	2	200
684	Freepoint	S. E. Raines	1895	2	0	17	18	0	0	5	15	4	1	6	1	350
685	Fulton	Miss Stella M. Case	1895	1	2	16	51	0	0	0	0	0	0	0	0	1,050
686	Galeana	P. H. Clark	1895	3	1	45	75	0	0	0	0	0	0	0	0	42,000
687	Galesburg	Frank D. Thomson	1878	7	8	208	309	0	0	0	0	0	48	76	30	3,000
688	Galva	R. F. McDuffee	1878	2	0	22	21	0	0	0	0	0	2	5	13	73,000
689	Gardner	H. H. Frost	1878	2	3	55	76	0	0	0	8	4	0	3	7	41,200
690	Geneseo	John E. Nelson	1877	1	2	19	21	0	0	0	0	0	0	0	0	3,000
691	Geneva	S. S. Gabriel	1877	1	1	23	22	0	0	0	0	0	0	0	0	50
692	Genoa	G. W. Sutton	1872	1	1	23	31	0	0	8	7	0	1	3	1	50
693	Georgetown	H. M. Radolph	1871	2	2	51	61	0	0	0	15	10	2	10	3	312
694	Gibson City	L. W. Haviland	1871	2	0	22	28	0	0	3	4	1	0	1	3	25,000
695	Gilman	Arthur Roberts	1890	2	0	22	28	0	0	6	4	2	0	6	3	20,000
696	Goldsboro	J. Anton Spangler	1890	1	0	1	8	4	3	0	0	0	0	0	0	968
697	Goodhope	H. G. Russell	1876	1	2	44	38	0	0	0	0	0	7	8	2	2,500
698	Greenfield	H. C. Breese	1876	1	0	19	0	0	0	0	0	0	0	0	0	600
699	Greenup	Robt. C. Hiett	1890	3	1	18	16	0	0	1	0	2	0	4	4	10,000
700	Greenville	Chas. F. Ford	1890	3	1	50	86	0	0	0	0	0	0	0	0	500
701	Greenville	W. L. McCreight	1895	1	1	12	28	0	0	0	0	0	0	0	0	12,000
702	Gridley	W. H. D. Meier	1875	1	1	16	33	0	0	0	0	0	0	0	0	15,000
703	Grogsville	C. H. Decker	1887	1	1	16	28	0	0	0	0	0	0	0	0	520
704	Hamilton	M. M. Alden	1887	1	0	4	18	0	0	0	0	0	1	8	1	150
705	Hampshire	Miss Orma F. Butler	1898	3	4	32	64	0	0	0	0	0	0	0	0	200
706	Harvard	J. E. Cable	1898	3	4	22	90	0	0	10	15	25	5	8	9	3,000
707	Harvey	Mrs. S. E. Pierce	1878	2	2	22	47	0	0	0	0	0	5	5	0	500
708	Havana	Benj. H. Scudder, Ph. M.	1878	1	1	25	35	0	0	1	0	0	3	11	1	500
709	Hebron	C. C. Colwell	1878	1	0	18	14	0	0	0	0	0	1	0	0	3,500
710	Heyworth		1878	1	1	25	35	0	0	0	0	0	0	0	0	12,000

* Statistics of 1900-1905.

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Second-ary in-struct-ors.		Second-ary stu-dents.		Ele-men-tary stu-dents.		Students.						Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furni-ture, and scientific apparatus.
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
ILLINOIS—cont'd.																			
711	Highland.....	C. L. Dietz.....	1894	1	2	16	23	0	0	5	12	5	0	4	4	3	3	600	\$55,000
712	Township High School.....	W. A. Wilson.....	1900	2	5	55	42	0	0	5	15	6	3	4	2	1	4	450	60,000
713	Hillsboro High School.....	S. T. Robinson.....	1874	2	3	37	63	0	0	5	15	10	25	4	1	0	4	600	25,000
714	Elmsdale.....	Miss Mary Macular.....	.....	1	4	33	49	0	0	8	12	3	5	1	0	4	550	425
715	Hoopston.....	Chas. F. Briscoe.....	.....	2	2	38	68	0	0	8	12	3	5	1	0	4	425	17,000
716	Huntley.....	F. D. Oakley.....	.....	1	0	6	16	0	0	.....	.....	.....	.....	.....	.....	.....	200	10,000
717	Illiohopolis.....	C. E. Peters.....	1867	1	0	8	7	0	0	.....	.....	.....	.....	.....	.....	.....	459	8,000
718	Ipava.....	Wm. Hawkes.....	1885	1	0	23	22	0	0	2	1	6	2	3	0	3	500	500	
719	Jacksonville.....	Hugh S. Weston.....	1867	3	5	104	169	0	0	4	6	8	16	4	6	4	520	60,000	
720	Jerseyville.....	Edward B. Sauter.....	1874	3	2	93	85	0	0	.....	.....	.....	.....	.....	.....	.....	620	60,000
721	Joliet.....	J. Stanley Brown.....	1873	11	11	390	400	0	0	2	3	30	35	8	6	4	2,000	250,000	
722	Jonesboro High School.....	T. B. F. Smith.....	1890	2	5	7	40	0	0	.....	.....	.....	.....	.....	.....	.....	600	6,500
723	Kankakee.....	Isaac E. Neff, A. M.....	.....	2	5	85	90	0	0	.....	.....	.....	.....	.....	.....	.....	800	30,000
724	Kansas.....	James Bennett.....	1892	1	1	19	25	0	0	.....	.....	.....	.....	.....	.....	.....	200	10,000
725	Kewanee.....	T. M. Birney.....	1892	3	6	83	132	0	0	4	8	6	0	10	19	3	1,200	15,000	
726	Kingston.....	J. H. Clark.....	.....	1	0	3	17	47	43	.....	.....	.....	.....	.....	.....	.....	100	6,250
727	Kimmdy.....	J. L. Kinsey.....	1877	1	0	23	20	10	16	.....	.....	.....	.....	.....	.....	.....	350	12,000
728	Kirkwood.....	T. E. Savage.....	.....	1	0	17	25	0	0	.....	.....	.....	.....	.....	.....	.....	350	12,000
729	Knoxwood.....	W. F. Jones.....	.....	1	2	24	63	0	0	.....	.....	.....	.....	.....	.....	.....	400	50,000
730	Lacon.....	Miss Della Murch.....	.....	1	2	21	32	0	0	.....	.....	.....	.....	.....	.....	.....	800	50,000
731	Lake Forest.....	.....	.....	0	2	9	11	0	0	.....	.....	.....	.....	.....	.....	.....	400	.....
732	Laurens.....	Albert E. Hill.....	1898	1	2	24	40	0	0	2	3	2	3	2	2	4	600	25,000	
733	Laurens.....	C. A. Farman.....	1898	6	6	35	145	0	0	1	1	.....	.....	.....	.....	.....	1,250	87,000
734	Lea River.....	W. T. Tuttle.....	.....	1	0	2	7	10	9	.....	.....	.....	.....	.....	.....	.....	30	.....

785	Lena	do	C. A. Langworthy	1	1	22	84	0	0	0	0	1	2	0	3	1	4	370	20,600
786	Leroy	do	Miss Flora M. Grady	1	2	31	95	0	0	4	7	3	4	4	1	3	3	185	10,000
787	Lewis town	do	B. C. Moore	1	2	37	64	0	10	8	6	1	0	3	7	2	4	325	11,000
788	Lexington	do	R. G. Jones	1	2	27	49	0	5	8	3	0	4	5	3	2	4	400	32,000
789	Lincoln	do	Clyde Capron	2	3	42	87	0	16	19	7	2	4	19	1	4	4	712	33,350
740	Litchfield	do	C. E. Richmond	3	2	50	76	0	0	3	2	10	12	9	14	3	4	540	35,000
741	Lockport	do	J. E. Hooton	2	1	40	45	0	0	0	0	0	0	0	2	8	0	600	2,000
742	London Mills	do	T. F. McLamarrah	1	0	8	14	54	66	0	0	1	0	1	0	0	3	300	15,000
743	Macomb	do	R. C. Fennick	2	3	57	105	0	0	0	0	1	2	1	1	2	4	300	15,000
744	Mahomet	do	H. A. Davis	1	0	9	20	0	0	0	0	0	0	0	0	0	4	350	5,000
745	Manfield	do	J. M. Markel	1	0	9	20	0	0	0	0	0	0	0	0	0	4	168	12,000
746	Manteno	do	H. C. Drayer	1	1	8	11	0	0	0	0	0	0	0	0	0	3	300	8,000
747	Marengo	do	Miss Lillian Wherry	1	1	20	43	0	0	0	0	1	1	1	3	1	0	300	8,000
748	Maros	do	William S. Fry	1	1	28	27	0	4	3	2	1	2	2	2	0	4	600	12,500
749	Marselles	do	F. M. Kline	2	1	31	38	0	0	4	8	2	0	4	2	2	0	544	22,000
750	Marshall	do	L. A. Wallace	1	2	34	62	0	0	1	3	1	3	1	10	4	4	300	15,000
751	Martinsville	do	L. H. Brewer	1	0	16	22	0	0	4	5	4	1	3	4	0	4	300	15,000
752	Mascoutah	do	Otto P. Klopsch	3	1	48	28	0	0	6	2	4	0	6	2	6	0	750	22,000
753	Mason City	do	Mrs. E. A. Naylor	2	1	38	63	0	0	0	0	6	10	5	7	0	4	200	3,000
754	Mattoon	do	Will A. Marlow	2	5	84	124	0	0	0	0	1	0	2	6	0	4	1,500	30,000
755	Mazon	do	W. R. Blackwelder	1	1	10	18	38	55	0	0	0	0	0	0	0	3	125	3,000
756	Medora	do	W. J. Chapman	1	1	10	30	0	0	0	0	0	0	0	0	0	3	300	1,500
757	Mendon	do	W. H. Adams	1	1	22	27	32	61	2	3	0	0	0	0	0	4	200	1,500
758	Mendota	do	George C. Griswold	3	3	31	23	0	0	0	0	0	0	0	0	0	31	500	15,000
759	do	do	Miss Evangeline Chowning	2	2	17	32	0	0	0	5	5	0	0	0	0	4	450	35,000
760	Meredosia	do	Heywood Coffield	1	0	18	24	0	0	4	7	3	4	4	1	3	3	250	10,000
761	Metamora	do	G. W. Courts	1	0	6	24	74	56	0	0	0	0	0	0	0	4	190	10,000
762	Metropolis City	do	Clarence Bonnell	2	2	26	56	0	0	0	0	0	0	0	0	0	4	160	6,000
763	Millford	do	William T. Skinner	2	0	22	20	0	0	2	2	1	0	2	2	1	0	60	0
764	Milledgeville	do	W. C. Perry	1	0	10	21	0	0	0	0	0	0	0	0	0	3	550	10,000
765	Minter	do	Chas. T. Law	1	0	32	98	0	0	0	0	0	0	0	0	0	3	700	10,000
766	Minonk	do	Miss Helen M. Clarke	1	2	32	28	0	0	0	0	0	0	0	0	0	3	540	40,000
767	Minooka	do	T. B. Wortman	1	0	13	23	0	0	0	0	0	0	0	0	0	3	370	8,500
768	Moline	do	J. H. Heil	4	7	148	184	0	0	0	0	0	0	0	0	0	2,011	73,000	
769	Monmouth	do	W. H. Bonn	2	1	18	51	0	0	2	3	8	12	9	13	24	4	520	12,000
770	Monmouth	do	W. L. Hanson	2	1	33	131	0	0	1	3	16	0	7	10	12	4	300	30,000
771	Monticello	do	Harry Pearson	2	1	35	44	0	0	3	1	20	25	0	4	0	4	2,500	50,000
772	Morris	do	Miss Matilde Castro	2	1	30	85	10	12	0	0	15	20	2	12	2	4	300	47,000
773	Morris	do	Miss Ella M. Ellsworth	1	3	32	51	0	0	3	0	0	0	0	0	0	3	250	10,000
774	Morrisville	do	James A. Fester	1	0	11	23	0	0	0	2	0	0	0	0	0	4	250	10,000
775	Mount Carmel	do	Miss Kate Marsh	0	3	28	44	0	0	3	3	3	3	0	0	0	4	1,000	18,000
776	Mount Carroll	do	Miss Lillian H. Deming	0	3	25	29	0	0	0	0	0	0	0	0	0	4	250	10,000
777	Mount Morris	do	Geo. A. Jacobs	2	0	9	13	0	0	2	3	7	10	3	6	2	3	400	25,000
778	Mount Olive	do	J. U. Uzzell	2	1	31	46	0	0	0	0	0	0	0	0	0	6	625	5,000
779	Mount Pulaski	do	J. H. Gordon	2	1	35	50	0	0	0	0	0	0	0	0	0	4	500	5,000
780	Mount Sterling	do	Miss Winifred Nellis	1	2	51	66	0	0	0	0	0	0	0	0	0	4	600	25,000
781	Mount Vernon	do	J. W. Barrow	3	0	38	107	0	0	0	12	22	4	1	5	12	3	320	40,000
782	Morwaqua	do	Wm. McGinley	3	3	80	31	0	0	0	0	0	0	0	0	0	4	600	25,000
783	Murphysboro	do	Ellis H. Rogers, A. B.	3	3	88	107	0	0	0	0	0	0	0	0	0	4	320	40,000
784	Naperville	do	W. H. Umbach	2	0	10	26	0	0	0	0	0	0	0	0	0	3	480	10,000

* Statistics of 1900-1901.

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Second-ary in struct-ors.		Second-ary in struct-ents.		Elementary stud-ents.		Preparing for college.				College prepar-atory stud-ents in class that gradu-ated in 1902.		Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furni-ture, and scientific apparatus.		
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
ILLINOIS—cont'd.																					
785	Naperville			1	0	8	13	0	0	0	1	0	5	0	6	0	5	3	1,100	\$8,300	
786	Nashville	R. F. Bunnell	1879	3	0	34	50	0	0	7	5	8	0	8	4	2	1	4	1,575	10,000	
787	Nauvoo	C. E. Freed	1882	1	0	13	12	0	0	4	0	2	0	2	1	0	3	4	283	250	
788	Neoga	W. F. Sloan	1884	1	1	16	19	0	0	2	3	4	0	2	5	2	3	4	100	14,000	
789	Newman	J. H. Keller		1	1	25	32	0	0	7	9	3	2	2	6	2	2	4	250	200	
790	Nokomis	J. T. Gale		1	1	25	30	0	0	3	4			2	1	2	1	4	2,000	40,000	
791	Normal	Miss Charlotte Holmes	1857	3	2	83	141	0	0					9	11			2,000	40,000		
792	Nunda	Clas A. Bieas	1857	1	1	9	26	0	0					2	5			800	5,000		
	Nunda and Crystal Lake Union School	L. W. Bagland	1888	1	1	10	30	0	0	3	7	3	4	0	1	0	1	4	450	6,000	
793	Oakland	O. L. Minter	1879	1	1	19	27	0	0					13	23	6	9	1,500	1,400		
794	Oakpark	John Calvin Hanna		2	0	25	30	0	0					3	4	3	4	163	1,500		
795	Oblong	Geo. B. Walker	1880	1	1	15	15	0	0	2	1	1	3	3	4	3	4	500	25,000		
796	Odel	L. T. Earnhart	1880	1	0	8	17	0	0					4	5			200	25,000		
797	Odin	S. G. Burdick	1873	1	0	8	17	0	0					4	5			200	25,000		
798	Olney	J. P. Gilbert		2	2	50	90	0	0	3	6	2	0	5	13			800	55,000		
799	Omaha	A. M. Keedy		1	0	3	5	70	90					0	3			30	6,000		
800	Onarga	R. E. Selby		1	2	20	40	0	0	0	0	2	5	4	2	5	1	3	300	15,000	
801	Onida	R. V. Field		2	0	19	21	0	0	2	1	0	5	2	1	3	4	3	350	20,000	
802	Oreida	E. S. Hady		1	3	45	35	0	0	8	6	4	0	7	8	4	0	4	400	25,000	
803	Orion	J. A. Warrick		1	0	16	23	0	0					1	3			300	5,000		
804	Oswego	C. H. Newman		1	0	10	18	0	0					4	6			150	12,100		
805	Ottawa	J. O. Leslie	1878	7	5	116	200	0	0	2	3	25	35	17	29	11	13	4	1,524	34,000	
806	Palatine	W. L. Smyser	1898	1	1	16	22	0	0	1	0	1	0	4	6	2	0	4	500	800	
807	Pana	H. C. McCarrel		2	1	34	47	0	0					3	2	1	0	4	570	6,000	

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Second-ary in-struct-ors.		Second-ary stu-dents.		Ele-men-tary stu-dents.		Prepar-ing for col-lege.				College prepa-ri-ty stu-dents in the class gradu-ated in 1902.		Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furni-ture, and scientific apparatus.		
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.						
ILLINOIS—cont'd.				5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
858	Sorento.....	W. W. Griffith	1888	1	0	10	11	0	0	0	0	0	0	0	1	1	0	3	300	\$4,500	
859	Spartan.....	J. R. Bouton	1895	1	0	12	15	6	6	4	0	4	3	2	5	2	3	4	300	1,000	
860	Sparta.....	L. J. Sexton	1873	1	0	43	63	29	21	4	0	2	3	5	10	2	3	4	1,300	16,000	
861	Springfield.....	L. M. Castle	1857	9	9	297	385	0	0	0	0	0	0	26	46	1	0	4	800	11,000	
862	Spring Valley.....	R. V. De Groff.	1889	1	2	7	13	0	0	1	0	1	0	1	2	1	0	3	200	55,000	
863	Stanford.....	Carl D. Garlough	1889	1	1	10	20	0	0	1	3	1	0	0	3	0	2	4	250	7,500	
864	Sterling.....	A. K. Jenkins	1898	4	6	77	152	0	0	4	5	1	0	13	30	4	5	4	536	45,000	
865	Stockton.....	B. F. Kepner	1894	1	0	15	18	0	0	4	7	1	0	2	3	2	1	2	125	12,000	
866	Streator.....	S. B. Hursh	1875	4	7	66	100	0	0	4	7	0	0	4	22	1	0	4	1,700	112,000	
867	Sugargrove.....	E. M. Harris	1875	1	1	35	28	16	18	4	2	2	0	6	10	4	5	4	275	5,000	
868	Sullivan.....	O. B. Lowe	1880	3	1	40	60	0	0	10	12	1	2	10	12	4	5	4	500	20,000	
869	Summer.....	Clarence M. Petty	1885	3	2	44	74	0	0	1	3	1	2	4	7	1	2	3	300	10,000	
870	Sycamore.....	Miss Sarah E. Robinson	1889	3	2	16	25	0	0	1	3	1	0	4	4	1	3	4	1,050	51,000	
871	Tablegrove.....	A. C. Norton	1889	1	0	15	14	0	0	0	0	0	0	4	3	1	1	3	500	15,000	
872	Tallula.....	Miss Martha Hunt	1889	0	1	6	25	0	0	0	0	0	0	3	3	3	3	3	215	7,000	
873	Taylorville.....	William E. Andrews, Ph.D.	1890	3	2	75	78	0	0	0	0	0	0	5	5	5	5	4	600	38,000	
874	Thomson.....	E. F. Smith	.....	1	1	9	20	0	0	0	0	0	0	0	4	0	3	3	168	3,400
875	Toledo.....	H. C. Breese	.....	1	2	11	17	0	0	0	3	3	0	0	3	0	1	3	267	8,000
876	Toledo.....	C. E. Jeffers	1874	1	0	15	10	0	0	0	0	0	2	2	5	2	2	3	905	12,000	
877	Toulon.....	Geo. C. Baker	.....	1	1	24	44	0	0	3	5	0	0	2	3	2	4	4	370	20,000
878	Tremont.....	Miss Fata C. Ruhaak	.....	0	1	11	14	0	0	0	0	0	0	2	2	1	2	3	370	6,000
879	Tuscola.....	W. D. Hugdon	1873	3	2	49	42	0	0	3	3	0	0	4	3	3	3	4	50	50,000	
880	Upper Alton.....	Miss Heten Taggart	1885	1	2	12	36	0	0	0	0	0	0	2	3	3	3	4	110	20,000	

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Students.												Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.		
				Second-ary in-struct-ors.				Second-ary stu-dents.		Prepar-ing for col-lege.				Col-lege prepar-atory stu-dents in the class that gradu-ated in 1902.						
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				Male.	Female.
INDIANA—cont'd.																				
928	Avilla	High School.																		
929	Batesville	do	1899	W. E. Harsh	2	0	9	10	0	0	3	0	0	0	0	0	0	3	300	\$5,000
930	Battleground	Tipton-oc Township High School.	1891	Wm. A. Austin E. A. Tower	1	0	3	8	0	0	1	0	1	0	3	1	0	2	608	12,000
931	Bedford	High School.		Arda Knox	2	2	48	83	0	0	8	12	7	17	3	5	6	4	300	1,500
932	Ben Davis	Wayne Township High School.*		A. E. Martin	2	0	22	18	0	0	2	1	1	1	1	1	1	4	657	6,000
933	Bentonville	Graded School.	1884	J. M. Bailey	1	0	5	4	33	42	0	0	2	2	2	2	2	2	500	2,000
934	Berne	High School.		B. A. Winans	1	0	7	11	0	0	0	0	0	0	3	3	3	3	683	10,000
935	Bicknell	do		James Garrard	2	0	36	39	0	0	0	0	8	3	2	3	3	3	350	8,000
936	Blyss	Warren Township High School.*		J. H. Shook	1	0	10	11	25	39	0	0	0	0	0	0	0	4	225	10,000
937	Birdseye	High School*.		W. J. Hawkins	1	0	6	24	12	1	0	0	2	1	2	2	4	4	100	5,000
938	Bloomfield	do		C. B. McLean	2	0	23	29	0	0	0	0	7	8	5	4	1	4	900	20,000
939	Bloomington	do	1873	James K. Beck	4	3	110	132	0	0	0	0	15	25	15	25	4	2,500	12,000	
940	Bluffton	do		F. C. Whitcomb	2	4	40	68	17	21	5	4	8	6	2	2	4	3,500	20,000	
941	Boonville	do		M. W. Rothert	2	1	25	38	0	0	0	0	2	2	2	2	4	650	25,000	
942	Boswell	do	1901	Chas. F. Miller	2	1	29	31	0	0	0	0	3	5	2	2	4	400	8,000	
943	Bourbon	do	1890	Louis E. Steinhilber	2	0	26	40	0	0	0	0	4	5	3	2	4	430	15,000	
944	Boxley	Adams Township High School	1897	W. S. McMurry	3	0	30	16	0	0	0	0	15	5	4	2	3	0	350	4,000
945	Brazil	High School.		T. N. James	3	1	30	61	0	0	1	1	3	0	1	4	4	4	500	12,300
946	Bremen	do		Milo F. Halc	2	0	19	18	0	0	0	0	2	1	6	5	1	3	800	2,000
947	Bristol	do	1869	Chas. F. Halc	1	1	27	33	30	21	11	4	4	0	1	4	3	3	54	2,000

948	Broad Ripple	do	1886	S. B. Plasket	2	1	25	0	0	0	0	1	0	1	0	3	2	1	1	4	552	10,000	
949	Brook	do		E. E. Vance	1	0	11	14	0	0	0	6	7								200	5,500	
950	Brookston	do*		Wm. Smith	1	1	25	30	0	0	0	2	0	1	0	4	9	2	0	3	350	10,000	
951	Brookville	do*		Frank H. Masters	2	1	21	20	0	0	0	1	3	1	0	2	4	2	3	4	300	20,300	
952	Brownsburg	do		C. M. Walker	1	0	12	82	0	0	0	2	1	1	0	4	3	3	2	1	300	8,000	
953	Brownsburg	do*		Miss Florence Knipe	1	2	18	32	0	0	0	3	3								300	23,000	
954	Brucerville	Washington Township High School	1900	E. C. Hill	1	0	13	17	42	56	0	2									253	6,000	
955	Bankerhill	do		J. S. Slabaugh	1	0	12	15	0	0	0	2	0								40	10,000	
956	Butler	do*	1883	C. W. Kimmel (supt.)	1	3	23	24	0	0	0	1									300	5,000	
957	Butlerville	do	1890	John R. Carney	1	0	13	17	0	0	0	1	1	0	1	0	1	1	0	4	400	800	
958	Butler	do		N. Guy Jones	1	0	9	3	0	0	0	0	1	0	1	0	1	0	1	4	400	12,000	
959	Cambridge City	do	1869	Isadore Wilson	2	1	37	54	0	0	13	22									1,800	2,500	
960	Campbellsburg	do		L. B. Mather	1	0	4	15	0	0	0	0									1,102	1,200	
961	Cannelburg	do	1869	Miss Ella Shanahan	3	0	10	9	0	0	0	0									16	5,500	
962	Cannelton	do	1868	O. M. Shekel	3	0	4	21	0	0	0	0									1,000	5,000	
963	Carlisle	do		E. Conrad	1	0	18	13	0	0	0	4									1,200	5,000	
964	Carbauge	do	1879	E. A. Lanning	3	1	29	41	0	0	0	1	2	0	2	3	3	2	1	3	200	30,000	
965	Cayuga	do	1886	A. W. Nolan	2	1	20	31	0	0	10	15									400	30,000	
966	Centerville	do	1885	Edward B. Bender	2	0	20	26	0	0	0	0									297	10,000	
967	Charlestown	do	1885	W. I. Underback	3	1	11	28	0	0	1	0	1	0	2	2	0	4	4	4	150	10,000	
968	Chesertown	do	1898	F. L. Farnam	2	0	7	22	0	0	0	3	0	1	1	0	1	1	0	4	400	10,000	
969	Churubusco	do*		H. L. Chapman	2	1	0	11	13	54	57	4	8								1,600	40,000	
970	Cleora	do	1886	Wm. M. McCoy	2	0	18	27	0	0	8	7	3	0	1	3	1	1	1	4	500	10,000	
971	Clarksburg	do	1878	H. C. Doles	1	0	11	13	6	0	0	0									130	25,000	
972	Clarksville	do	1880	Jes. D. Porter	1	0	11	10	0	0	0	6	7	3	0	3	0	3	0	3	250	6,000	
973	Clay City	do	1886	Marion R. Goshorn	1	0	9	22	0	0	0	0	1	0	1	4	5	0	1	4	25	8,000	
974	Claypool	do		H. F. Aduddell	3	0	34	50	0	0	0	0									500	12,000	
975	Clinton	do	1885	Wm. F. Clarke	1	0	13	17	0	0	0	1									325	6,000	
976	Cloverdale	do	1898	W. R. Allee	1	0	8	7	22	13	1	1	1	3	2	2	0	2	1	1	103	1,000	
977	Colburn	do*		C. E. Meffler	1	0	16	17	0	0	0	0									124	10,000	
978	Colfax	do	1900	Miss Leander Plunkett	1	0	10	9	33	23	4	3	3	2							223	5,000	
979	Collins	do	1868	William A. Beate	2	1	30	56	0	0	0	2	3								5,399	6,500	
980	Columbia City	do	1872	Samuel Vertz	4	1	50	70	0	0	0	6	5	10	2	5	10	2	6	4	300	25,000	
981	Columbus	do	1876	Walter R. Houghton	3	0	25	35	0	0	0	0									300	25,000	
982	Connersville	do	1896	C. C. Marshall	2	1	24	26	0	0	0	12	6	3	0	2	3	2	1	4	1,000	8,000	
983	Converse	do	1875	Jesse W. Fiddle	2	4	45	67	0	0	0	0									1,000	8,000	
984	Corvath	do	1879	Albert M. Wilton	2	6	32	25	0	0	0	0									1,640	31,000	
985	Covington	do	1874	Miss Anna Wilson	1	1	13	16	0	0	0	1	0								800	50,000	
986	Crawfordsville	do	1883	Miss Penelope V. Kern	1	4	40	44	0	0	0	4	4								300	10,000	
987	Croftersville	do	1886	Miss Martha Madhery	1	1	9	15	0	0	0	4	3								251	2,000	
988	Crownpoint	do	1893	I. S. Hallin	1	1	20	19	0	0	0	0									100	12,000	
989	Cuver	do	1883	E. R. Millett	1	1	33	44	0	0	0	1	0	10	1	7	1	0	4	4	105	8,500	
990	Cynthiana	do	1865	J. G. Hirsbrunner	2	2	15	45	13	20											150	18,000	
991	Dana	do	1880	Theodore W. Garrison	2	0	20	35	0	0	0	3	1	5	7	3	1	4	4	4	100	10,000	
992	Danville	do*		W. S. King	3	2	30	35	0	0	0	2	13	11	0	4	6	3	0	4	2,200	45,000	
993	Darlington	do	1881	H. D. Merrell	3	1	39	60	0	0	0	3	2	6	6	0	0	0	4	4	2,500	20,000	
994	Decatur	do	1872	Miss Emma B. Shealy	3	1	39	60	0	0	0	0									80	7,000	
995	Delphi	do*		C. B. Wilson	1	0	7	37	0	0	0	2	4								450	25,000	
996	Dillsboro	do	1890	Frank C. Schofield	2	1	19	19	0	0	0	2	4										
997	Dunkirk	do			1	0	7	37	0	0	0	2	4										

* Statistics of 1900-1901.

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Second-ary in-struct-ors.		Second-ary in-struct-ants.		Students.						Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.				
				Male.	Female.	Male.	Female.	Elementary students.	Preparing for college.	College preparatory students.	Graduates in 1902.	Male.	Female.					Male.	Female.	Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
INDIANA—cont'd.																					
998	Dunlapville	High School		1	0	5	12	0	0									2		130	\$3,000
999	Earlpark	do		1	0	4	11	0	0					0	2			3		160	8,000
1000	East Chicago	do	1898	1	3	19	36	0	0					0	2			4		200	25,000
1001	East Germantown	do	1901	1	0	7	25	25	30									4		198	7,000
1002	Eaton	do	1898	2	0	15	25	0	0					2	4			3		200	5,000
1003	Edinburg	do	1898	1	1	29	35	0	0					1	4			4		800	90,000
1004	Edwardsport	do	1897	2	0	4	18	0	0					1	4			3		250	8,000
1005	Elizabethtown	do	1888	1	0	1	5	43	52									2		111	2,200
1006	Elkhart	do	1872	4	0	91	144	0	0					8	18			4		5,000	40,000
1007	Ellettsville	do	1880	1	0	17	10	0	0					2	0			3		75	6,000
1008	Ellettsville	do	1890	1	0	17	16	0	0					1	2			3		70	30,000
1009	Ellettsville	do	1893	4	0	101	128	0	0					6	8			3		700	30,000
1010	English	do	1900	1	0	10	15	0	0					4	0			3		100	6,000
1011	Evansville	Clark High School (colored)		3	1	23	41	0	0					3	3			4			
1012	do	High School	1856	10	14	280	441	0	0					26	45			4		3,422	250,000
1013	do	McCutchanville High School	1885	1	0	15	27	25	18					5	10			3		200	7,000
1014	Everton	Jackson Township High School		1	0	2	3	22	19					2	3			2		76	
1015	Fairmont	High School*		4	1	44	70	0	0					5	6			4		300	10,000
1016	Falmouth	Fairview Township High School	1892	2	0	9	9	38	44					1	0			3		160	5,000
1017	Farmersburg	High School		1	0	12	6	0	0					3	1			2		150	3,000

1015	Farmland	do.*	J. F. Robbitt	1	0	8	12	0	0	0	0	0	0	3	1	2	0	3	850
1019	Fishers High School	Fisher's High School	John W. Starn	1	1	10	14	0	0	0	0	0	0	4	4	4	4	225	
1020	Flora	High School	Charles Brooks	3	0	37	26	0	0	0	0	0	0	1	2	0	0	544	
1021	Fort Branch	do	Obis Miller	1	0	8	15	0	0	0	0	0	0	0	3	0	0	300	
1022	Fortville	do	James A. Moody	3	0	20	36	0	0	0	0	0	0	3	2	3	2	750	
1023	Fort Wayne	do	Chester T. Lane	6	6	173	247	0	0	0	0	0	0	12	22	6	3	5,000	
1024	Fountain City	do	Miss Carrie Griffiths	1	1	14	11	48	32	5	8	0	0	1	6	1	6	22,000	
1025	Fowler	do	Jesse G. Perrin	1	1	36	46	0	0	10	15	0	0	7	5	2	2	600	
1026	Francisco	do	K. W. Harris	1	0	10	10	54	46	0	0	0	0	0	0	0	0	20,000	
1027	Frankfort	do	Jno. J. Mitchell	4	3	126	140	0	0	0	0	0	0	14	24	8	4	2,100	
1028	Franklin	do	Alva O. Neal	1	3	78	116	0	0	10	15	0	0	8	24	4	15	600	
1029	Franklin	Hopewell High School	Chas. M. Carson	1	0	12	13	25	21	2	5	0	0	0	0	4	4	300	
1030	Frankton	High School	Miss Blanche Mery	1	2	20	17	0	0	0	2	0	0	2	2	2	2	300	
1031	Fremont	do	C. S. Twichell, supt.	2	0	14	30	0	0	0	2	4	0	3	14	2	4	183	
1032	Galveston	do	Elmer E. Tyner	2	0	16	21	0	0	0	0	0	0	5	6	5	1	623	
1033	Garratt	do	Ezra E. Lollar (supt.)	3	0	43	40	0	0	1	0	8	0	6	6	5	1	475	
1034	Gas City	do	W. E. Schoonover	2	2	19	28	0	0	0	0	0	0	0	3	2	0	500	
1035	Geneva	do	Robert Peor	1	0	14	37	0	0	0	0	0	0	3	2	0	0	500	
1036	Goodland	do	Miss Lillian E. Michael	4	6	109	143	0	0	0	0	0	0	16	18	0	0	400	
1037	Goshen	do	Miss Edith L. Martin	2	2	26	26	0	0	4	1	0	0	4	1	4	1	400	
1038	Gosport	do*	J. H. B. Logan	1	0	14	14	0	0	0	0	0	0	6	19	5	10	52	
1039	Granby	do	Miss Margia J. Ridpath	1	4	58	85	0	0	0	0	0	0	10	12	10	8	6,928	
1040	Greencastle	do	John H. Whitley	4	1	69	91	0	0	5	2	2	0	16	12	5	3	3,500	
1041	Greenfield	do	H. H. Ratchiff	1	0	1	8	59	72	0	0	0	0	0	2	0	0	500	
1042	Greensboro	do	Edgar Mendenhall	3	1	64	75	0	0	7	8	5	0	10	12	10	8	300	
1043	Greensburg	do	John H. Starnley	2	1	14	21	0	0	4	6	6	0	4	0	2	4	270	
1044	Greentown	do	John B. Carr	2	1	23	40	0	0	5	7	1	0	1	5	1	1	833	
1045	Greenwood	do	W. J. Bowden	2	0	28	25	0	0	0	0	0	0	7	3	2	1	725	
1046	Hagerstown	do	W. A. Hill	1	4	42	76	0	0	10	20	10	10	6	7	3	4	1,100	
1047	Hammond	do	A. B. Miner	1	0	4	8	0	0	0	0	0	0	0	1	0	0	400	
1048	Hanna	do	Orin Hopper	1	0	5	5	22	33	0	0	0	0	5	5	2	3	300	
1049	Hardinsburg	do	J. McBeth Smith	1	0	8	18	54	50	0	0	0	0	1	4	0	0	44	
1050	Harlan	do	W. P. Modlin	3	1	24	51	0	0	6	6	0	0	1	1	1	0	125	
1051	Hartford City	High School	C. C. Morrison	1	0	7	5	6	6	1	1	0	0	1	1	0	0	600	
1052	Hartsville	do	M. R. Epperson	1	0	11	7	45	22	0	1	0	0	3	1	1	0	275	
1053	Hartswood	do*	C. W. Miller	1	0	6	14	0	0	3	1	0	0	3	1	0	0	75	
1054	Hayden	do	W. F. Fisher	1	0	6	3	0	0	0	0	0	0	3	1	0	0	400	
1055	Hazleton	do	G. A. Lovett	1	1	14	22	0	0	1	0	1	0	3	1	0	0	3,000	
1056	Hebron	do	W. R. Curtis, B. S	2	1	30	41	0	0	0	0	0	0	3	4	1	0	1,500	
1057	Hobart	Township High School	C. C. Kagey	1	0	15	20	0	0	2	3	0	0	2	5	1	1	200	
1058	Hope	High School	W. S. Lee	1	0	5	12	46	60	0	0	0	0	3	4	0	0	6,000	
1059	Hudson	do	Miss Nellie McMahon	3	1	20	30	0	0	0	0	0	0	0	0	4	3	75	
1060	Huntingburg	do	W. A. Shock	2	0	21	22	19	22	0	0	0	0	1	1	0	0	400	
1061	Huntington	Clear Creek Center High School	Miss Evangeline E. Lewis	3	5	79	127	0	0	0	0	0	0	2	13	0	0	800	
1062	do	High School*	James B. De Armitt	1	0	7	12	30	40	0	0	0	0	1	2	0	1	150	
1063	do	Union Township High School	E. T. Forsyth	2	1	20	35	0	0	0	0	0	0	4	3	4	1	400	
1064	Indianapolis	Irvington High School*	Charles E. Emmerich	22	19	765	720	0	0	48	36	112	4	62	60	0	0	250	
1065	do	Manual Training High School	do	1885	22	19	765	720	0	0	48	36	112	4	62	60	0	0	3,500

* Statistics of 1900-1901.

1089	Lapel.....	High School.....	E. L. Holton.....	1900	1	1	80	28	0	0	0	0	3	4	7	2	2	2	2	4	12	4	4	300	25,000
1090	Laporte.....	do	Isaac N. Warren.....	1895	6	3	117	13	0	0	0	0	8	2	1	6	6	3	6	3	4	27	2	500	50,000
1091	Larwill.....	do	S. W. Ryall.....	1895	1	0	12	13	0	0	0	0	4	1	0	2	7	3	1	0	3	3	600	50,000	
1092	Laurel.....	do	N. V. Patterson.....	1891	2	0	16	47	0	0	0	0	4	1	0	5	13	2	0	3	0	3	180	25,000	
1093	Lawrenceburg.....	do	Geo. C. Cole.....	1870	4	2	9	11	0	0	0	0	4	2	1	0	1	0	0	3	0	3	1,500	25,000	
1094	Leavenworth.....	do	Chas. W. Dodson.....	1865	1	0	6	8	0	0	0	0	4	2	1	0	1	0	0	3	0	3	100	800	
1095	Lebanon.....	do	Henry H. Lane.....	1865	4	2	76	95	0	0	0	0	4	2	1	12	13	12	13	4	4	4	1,500	74,800	
1096	Leesburg.....	do	J. H. Armington.....	1877	2	1	23	22	0	0	0	0	4	1	1	4	4	4	4	1	3	1	343	6,000	
1097	Lea.....	Cedar Creek Township Graded School.....	Calvin H. Brown.....	1877	1	0	9	10	46	46	46	46	46	46	46	46	46	46	46	46	46	46	250	4,000	
1098	Lewisville.....	Rich Square High School.....	William C. Pidgeon, A. M.....	1871	2	0	17	20	17	21	5	1	1	5	5	1	1	1	1	4	4	4	300	5,000	
1099	Liberty.....	do	J. W. Simmons, A. B.....	1873	1	1	21	14	0	0	0	0	2	0	2	0	2	0	2	3	3	3	250	7,000	
1100	Liberty.....	High School.....	P. B. Nye.....	1873	5	0	23	33	0	0	0	0	4	6	6	4	6	4	6	3	3	3	824	15,000	
1101	Ligonier.....	do	Miss Poppy.....	1873	2	1	30	48	0	0	0	0	4	6	1	1	4	4	6	1	4	4	260	8,000	
1102	Lincoville.....	do	Will Courson.....	1873	1	0	18	12	23	28	28	28	28	28	28	28	28	28	28	28	28	28	165	2,000	
1103	Linton.....	do	Miss Laura M. Moore.....	1873	1	2	21	28	0	0	0	0	2	1	2	1	2	1	2	1	4	4	126	20,000	
1104	Little York.....	do*	W. S. Griffith.....	1873	1	0	2	4	0	0	0	0	2	2	2	2	2	2	2	2	2	2	25	2,000	
1105	Livonia.....	do	James L. Couder.....	1867	1	0	8	22	18	2	2	2	2	2	2	2	2	2	2	2	2	2	10	50,000	
1106	Logansport.....	do	John M. Ashby.....	1867	5	5	117	203	0	0	0	0	12	19	11	37	11	37	11	37	11	37	15	20,000	
1107	London.....	do*	Edwin H. Pritchard.....	1890	1	0	9	1	2	12	12	12	12	12	12	12	12	12	12	12	12	12	375	20,000	
1108	Lowell.....	do	Wm. M. Sheets.....	1890	2	1	32	59	0	0	0	0	5	2	0	7	7	4	2	4	2	4	150	8,000	
1109	McCordsville.....	do	O. L. Morrow.....	1890	1	1	17	17	0	0	0	0	5	2	0	7	7	4	2	4	2	4	50	1,000	
1110	Macy.....	do	E. L. Powell, B. S.....	1890	2	0	6	10	0	0	0	0	55	45	1	4	1	4	1	4	1	4	210	1,000	
1111	Madison.....	Broadway High School (colored).....	A. W. Batley.....	1891	2	0	6	10	0	0	0	0	1	0	1	0	1	0	1	0	1	0	210	1,000	
1112	do.....	High School*	M. J. Bowman, jr.....	1896	2	4	33	48	0	0	0	0	2	1	2	0	6	9	4	1	4	1	375	2,000	
1113	Marengo.....	do	Ernest Taylor.....	1896	1	0	8	12	0	0	0	0	1	1	1	1	1	1	1	1	1	1	12	2,000	
1114	Marion.....	do	Virgil R. McKnight.....	1880	6	6	180	220	0	0	0	0	20	30	60	40	18	16	8	2	4	4	300	80,000	
1115	Marke.....	do	John Reber (supt.).....	1900	2	0	10	15	0	0	0	0	2	0	2	2	2	2	2	2	2	2	750	3,000	
1116	Medaryville.....	do*	P. H. Feeder.....	1893	1	0	15	11	0	0	0	0	2	0	2	2	2	2	2	2	2	2	21	4,000	
1117	Mentone.....	do*	W. H. Davis.....	1893	1	0	17	17	0	0	0	0	0	2	1	0	2	2	2	2	2	2	250	10,000	
1118	Michigan City.....	do*	George M. Bemis.....	1875	3	3	43	73	0	0	0	0	9	3	9	8	7	1	4	43	4	43	690	69,000	
1119	Michigan town.....	do*	A. E. Bond.....	1875	1	0	17	23	35	44	44	44	44	44	44	44	44	44	44	44	44	44	66	3,000	
1120	Middleton.....	do*	C. S. Harmon.....	1875	3	0	18	23	0	0	0	0	1	1	1	2	3	3	3	3	3	3	267	7,900	
1121	Middleton.....	do	R. S. Rice.....	1888	3	0	17	22	0	0	0	0	1	1	1	2	3	3	3	3	3	3	1,175	2,000	
1122	Millersburg.....	do	J. W. Devol.....	1888	1	0	3	6	3	13	13	13	13	13	13	13	13	13	13	13	13	13	100	4,000	
1123	Milroy.....	do	J. L. Shauerk.....	1894	1	1	15	25	0	0	0	0	3	4	3	4	3	4	3	4	3	4	300	6,000	
1124	Milton.....	do	Miss Elizabeth Smelser.....	1887	1	1	16	22	0	0	0	0	1	1	1	2	3	3	3	3	3	3	400	9,300	
1125	Mishawaka.....	do	Miss Mary D. Welch.....	1887	0	3	32	56	0	0	0	0	7	5	2	0	6	8	5	0	4	4	400	6,000	
1126	Mitchell.....	do	A. F. Wood.....	1869	3	0	25	30	0	0	0	0	5	3	2	1	2	1	1	1	1	1	1,700	11,000	
1127	Monon.....	do*	Clyde C. Tull.....	1894	1	2	32	35	0	0	0	0	6	6	6	6	6	6	6	6	6	6	300	25,000	
1128	Monroe City.....	do*	L. J. Driver.....	1894	1	0	7	7	0	0	0	0	3	2	3	2	3	2	3	2	3	2	50	5,000	
1129	Monroeville.....	do	W. W. Menshon.....	1894	2	0	18	12	0	0	0	0	6	3	6	3	6	3	6	3	6	3	315	5,000	
1130	Monterey.....	do	C. R. Bader.....	1894	1	0	6	5	28	28	28	28	28	28	28	28	28	28	28	28	28	28	125	2,500	
1131	Montezuma.....	do	Miss Lulla Case.....	1894	1	1	8	13	0	0	0	0	1	1	1	0	2	0	2	0	2	0	75	8,000	
1132	Montgomery.....	do*	J. S. Westhafer.....	1894	1	0	8	5	58	44	44	44	44	44	44	44	44	44	44	44	44	44	600	25,000	
1133	Monticello.....	do*	Lewis E. Wheeler.....	1895	2	3	61	63	0	0	0	0	2	2	2	0	9	6	2	2	2	2	1,000	20,000	
1134	Montpelier.....	do	W. S. Ball.....	1895	3	0	23	32	0	0	0	0	3	3	3	3	3	3	3	3	3	3	75	8,000	
1135	Monument City.....	Polk Township High School.....	J. E. First.....	1891	1	0	16	12	20	16	16	16	16	16	16	16	16	16	16	16	16	16	75	8,000	
1136	Moorefield.....	High School.....	M. E. Smith.....	1891	1	0	7	9	24	27	27	27	27	27	27	27	27	27	27	27	27	27	200	2,000	

* Statistics of 1900-1901.

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2.—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Second-ary in-struct-ors.		Second-ary stu-dents.		Ele-men-tary stu-dents.		Students.						Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.		
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
INDIANA—cont'd.																					
1137	Moreland.....			1	0	12	13	0	0	0	1	1	0					4	....	200	\$10,000
	Blue River Township High School.....	Charles Manek.....																			
1138	Mooresville.....	Miss Carrie E. Scott.....		2	1	20	35	0	0	2	1	3	3	3	8			4	....	700	20,000
1139	Morrisdown.....	V. E. Lewark.....		1	0	9	15	0	0	0	1	0	0	3	4			2	....	370	6,000
1140	Monni Etta.....	Morton Stults.....		1	0	5	9	7	7	0	1	2	0	3	1			4	....	157	1,000
1141	Mount Sterling.....	Wm. E. Curry.....		1	1	8	8	5	6	3	1	1	0	1	1			3	....	45	1,500
1142	Mount Vernon.....	Edward G. Bauman.....	1871	3	2	65	67	0	0	10	15	3	0	4	10			4	....	500	20,000
1143	do.....	James H. Williams, A.B.....	1880	1	0	3	16	0	0									4	....	50	12,000
1144	Mulberry.....	Geo. W. Bailew.....	1900	2	0	18	19	0	0	3	2			3	2			4	....	200	7,000
1145	Muncie.....	Walker E. Drvin.....		9	4	130	270	0	0					15	25			4	....	150	50,000
1146	Nappanee.....	S. W. Boy.....	1885	3	3	93	31	0	0	1	2			2	6			4	....	260	50,000
1147	New Albany.....	Joseph P. Funk.....		3	3	83	141	0	0					8	18			4	....	622	1,500
1148	do.....	Wm. O. Vance.....	1880	1	1	11	14	27	31					0	4			4	....	450	1,500
	Serbiner High School (colored).....																				
1149	New Augusta.....	F. C. Senour.....	1889	2	0	14	10	0	0	0	3	0		4	0			4	....	150	10,000
1150	Newburg.....	S. D. Purdie.....		1	0	10	11	0	0					2	2			3	....	225	10,000
1151	New Carlisle.....	J. W. Kittinger.....	1875	1	1	23	23	0	0	0	1	2	0	3	4			4	....	160	6,000
1152	Newcastle.....	Miss Rosa R. Mikels.....	1870	3	2	72	78	0	0					5	6			4	....	1,300	70,000
1153	New Harmony.....	Miss Dora C. De Lay.....		1	1	19	31	0	0	4	6	2	0	2	4			2	....	500	9,300
1154	New Haven.....	S. W. Ward.....		1	0	12	13	63	52					2	2			3	....	40	40
1155	New London.....	A. E. Jones.....		1	1	23	32	0	0					1	4			4	....	500	7,000
1156	New Palestine.....	Geo. J. Richman.....		1	0	14	20	0	0					2	1			3	....	200	10,000
1157	Newport.....	Miss Mary K. Birch.....	1895	1	1	7	14	0	0					1	1			4	....	175	4,000
1158	Nineveh.....	M. J. Searle.....		1	1	11	18	0	0					3	3			4	....	300	4,000

Noah	Marion Township High School.*	Scott Melks	1	0	6	3	14	18	12	12	6	6	3	800
1159	Noah	Scott Melks	1	0	6	3	14	18	12	12	6	6	3	800
1160	Noblesville	W. O. Bowers	4	3	106	100	0	0	0	0	0	0	4	1,200
1161	North Judson	Miss Florence E. Knipe	1	1	11	9	0	0	1	2	1	1	4	35,000
1162	North Liberty	Tim D. Firestone, B. S.	2	0	11	18	0	0	4	8	2	6	3	16,000
1163	North Manchester	Clyde L. Wagner	2	4	60	55	0	0	2	3	11	6	3	1,000
1164	North Vernon	C. E. McClintock	2	1	33	55	0	0	2	1	0	4	4	1,000
1165	Oakland City	N. C. Johnson	2	0	23	19	0	0	10	5	9	4	4	500
1166	Odon	E. W. Bennett	2	0	11	18	0	0	0	0	0	4	4	432
1167	Orange	W. J. Paxton	1	0	2	5	35	31	0	2	0	1	4	300
1168	Orestes	Chas. F. Packard	1	0	1	5	69	95	1	1	1	1	1	324
1169	Orland	C. E. Stickey	1	0	11	19	31	42	0	5	5	1	1	100
1170	Orleans	Marion S. Mahan	3	0	18	40	0	0	2	5	4	4	4	679
1171	Osgood	Rudolph Acher	2	0	6	4	0	0	0	1	0	1	2	7,500
1172	Ossian	Earl J. Walker	2	0	20	25	0	0	2	0	6	4	4	150
1173	Otis	W. H. Hillman	1	0	2	7	5	0	2	0	0	3	3	500
1174	Owensville	A. V. Mauck	2	0	31	21	0	0	6	4	5,000	4	4	14,000
1175	Oxford	M. F. Orear	2	1	30	35	0	0	10	3	2	1	3	400
1176	Paoli	Miss Bertha C. Lingle	1	1	15	25	0	0	0	2	1	0	3	700
1177	Paragon	R. B. Duff	2	0	8	12	0	0	1	0	0	4	4	15,000
1178	Parker	W. G. Moulton	1	0	7	8	0	0	1	2	1	0	3	50
1179	Patoka	R. N. Chappelle	1	0	5	12	0	0	1	0	3	4	2	4,500
1180	Patriot	O. R. Rowe	2	0	18	13	0	0	2	1	0	1	4	150
1181	Pendleton	Henry F. Hunt	3	0	56	59	0	0	6	7	7	4	4	6,000
1182	Pennville	W. T. Knox	3	0	18	32	0	0	1	4	3	2	4	800
1183	Perrin	Hal L. Hall	6	2	92	144	0	0	1	2	5	0	4	20,000
1184	Petersburg	J. H. Risley	5	0	35	45	0	0	5	8	10	3	5	8,500
1185	Pine Village	C. G. Beckel	1	0	9	4	0	0	2	1	0	0	3	1,325
1186	Pittsboro	Jesse Smith	1	0	9	17	0	0	2	8	0	0	3	500
1187	Pleasant Lake	Sidney C. Huffman	2	0	11	13	0	0	2	2	0	0	3	12,000
1188	Plymouth	R. A. Chase	2	1	25	35	0	0	4	3	3	0	4	8,000
1189	Portland	H. W. Boyers	4	1	66	80	0	0	1	0	0	0	4	70,000
1190	Poseyville	W. A. Oliphant	1	0	9	15	0	0	3	2	0	0	3	1,000
1191	Princeton	W. F. Book	3	63	113	0	0	0	12	37	5	0	4	40,000
1192	Providence	W. B. Owens	1	1	6	17	0	0	0	22	4	13	4	200
1193	Punaski	P. J. Dushenberger	1	0	10	5	26	28	4	1	0	0	3	2,000
1194	Raleigh	A. M. Taylor	1	0	10	3	50	53	1	2	1	2	3	60
1195	Redkey	H. W. Bortner	2	0	11	22	0	0	2	4	2	4	4	3,200
1196	Remington	Geo. E. Mitchell	3	1	25	45	0	0	2	6	2	4	4	889
1197	Rensselaer	W. O. Haid	4	3	51	74	0	0	10	8	6	5	4	18,000
1198	Reynolds	Elmer L. Kemp	2	0	8	6	62	41	8	6	2	2	3	36,800
1199	Richland	W. O. Headlee	1	0	5	21	26	5	2	2	2	2	2	3,000
1200	Richmond	D. R. Ellabarger	5	8	137	215	0	0	10	22	6	10	4	3,000
1201	Ridgeville	M. S. Greys	1	0	3	9	0	0	1	5	0	0	4	73
1202	Rising Sun	E. E. Gibbs	3	0	21	33	0	0	1	5	0	4	4	385
1203	Ronchdale	Edwin C. Dodson	1	0	6	19	0	0	1	4	1	0	4	2,500
1204	Romn	John D. De Huff	2	0	32	22	0	0	1	4	1	0	4	100
1205	Romoke	Will Lambert	1	1	10	15	0	0	0	5	0	2	4	10,000
1206	Rochester	D. T. Powers	3	1	27	26	0	0	18	14	0	6	4	14,000
														25,000

* Statistics of 1900-1901.

1230	South Whitley.....	H. B. Church.....	2	0	30	43	0	0	0	2	0	7	5	3	2	4	400
1231	Spencer.....	W. I. Early.....	5	0	45	47	0	0	0	14	13	7	7	4	3	20	300
1232	Springport.....	L. M. Counts.....	1	0	9	1	37	43	0	0	0	1	0	0	0	0	140
1233	Star City.....	B. M. Henriques.....	2	0	13	18	0	0	0	0	0	4	2	0	0	0	150
1234	Stanhilte.....	C. E. McGary.....	1	0	4	7	21	20	0	0	0	4	2	0	0	0	50
1235	Stidwell.....	Leah C. McGary.....	1	0	4	7	19	31	2	3	0	2	5	0	2	0	225
1236	Stranghn.....	F. W. Stockley.....	1	0	14	8	51	47	3	0	0	10	14	8	6	4	300
1237	Striffland.....	F. M. Price.....	2	2	55	67	0	0	0	2	2	3	0	0	0	0	200
1238	Township Graded School.....	A. C. Woolley.....	2	0	25	20	0	0	0	2	0	2	0	0	0	0	200
1239	High School.....	T. B. Loer.....	0	1	16	10	0	0	0	3	2	0	2	0	0	0	200
1240	Summitville.....	Geo. T. Harness.....	1	0	7	62	37	0	0	0	0	0	0	0	0	0	130
1241	Sycamore.....	A. A. Norris.....	8	16	272	404	0	0	0	2	8	10	0	12	31	12	700
1242	Terre Haute.....	Wm. A. Lake.....	1	25	35	0	0	0	0	5	9	5	9	5	7	4	1,000
1243	Thornstown.....	Brinard Hooker.....	1878	2	25	35	0	0	0	3	3	5	12	5	6	4	330
1244	Tipton.....	E. E. Hoeshtler.....	1875	3	48	52	0	0	0	2	3	4	5	2	3	0	8,975
1245	Topeka.....	H. D. Miller.....	1893	1	0	20	25	0	0	0	4	3	4	5	2	3	200
1246	Trufalgar.....	J. A. Moore.....	1879	1	0	10	20	38	0	1	1	0	2	0	0	0	60
1247	Union City.....	Ethelbert Woodburn.....	1875	3	1	30	70	0	0	1	2	1	0	2	2	4	1,112
1248	.....do.....	S. Wilkin.....	1884	2	0	30	35	0	0	10	7	2	0	13	7	4	523
1249	Union Mills High School.....	W. Bert Siders.....	1	0	10	29	0	0	0	5	2	7	2	0	0	0	591
1240	Upland.....	Claude C. Whiteman.....	1894	1	0	20	18	0	0	1	1	0	1	1	1	0	75
1251	Urbana.....	John H. Minnick.....	1	0	12	13	0	0	0	1	1	0	1	1	0	0	125
1252	Utica.....	Allen Harbolt.....	1	0	10	20	0	0	0	1	1	0	1	1	0	0	50
1253	Valparaiso.....	Miss Rebecca A. Bartholomew.....	3	3	56	72	0	0	0	1	4	7	5	8	0	0	2,200
1254	Vanburen.....	J. W. Phillips.....	1889	1	0	8	19	0	0	2	2	4	5	1	2	3	100
1255	Veedersburg.....	Geo. L. De Vilbiss.....	1901	3	1	21	34	15	10	6	5	0	4	8	3	2	500
1256	Vernon.....	J. C. Farris (supt.).....	1	0	12	16	0	0	0	0	0	2	2	2	0	0	25,000
1257	Versailles.....	Will E. Peters.....	1897	1	0	8	8	0	0	2	0	1	0	5	2	2	150
1258	Vevay.....	Miss Julia L. Knox.....	1	4	25	40	0	0	0	0	0	2	2	8	0	0	400
1259	Vincennes.....	C. E. Morris.....	6	4	91	116	0	0	0	2	3	6	10	0	0	0	500
1260	.....do.....	Robt. L. Anthony, A. M.....	1882	1	0	4	12	38	52	2	1	2	1	0	0	0	220
1261	Wabash High School (colored).....	Miss Adelaide S. Baylor.....	0	11	112	186	0	0	0	3	5	4	16	22	4	6	400
1262	Walkerton.....	E. McKesson.....	1886	2	0	16	19	0	0	0	4	1	0	1	0	0	250
1263	Wamatoh.....	John B. Gower.....	1	0	22	23	0	0	0	0	6	2	7	6	2	1	600
1264	Warren.....	P. M. Brickley.....	1897	2	0	25	30	0	0	2	3	7	14	8	0	0	971
1265	Warsaw.....	Miss Mary H. Curtiss.....	1872	2	67	86	0	0	0	3	3	0	17	9	17	4	500
1266	Washington.....	Hazel Allen.....	1874	7	0	79	90	0	0	0	0	3	0	6	4	6	25,000
1267	Waterloo.....	Orrin A. Ringwall.....	1872	2	0	17	25	0	0	0	1	0	6	4	6	4	500
1268	Waveland.....	M. Anderson.....	1	2	22	25	0	0	0	1	0	1	0	1	1	0	5,300
1269	Wayland.....	J. W. Farre.....	1896	1	0	13	12	0	0	0	1	0	7	1	4	1	500
1270	Waynetown.....	E. E. Vanhook.....	1	0	19	18	0	0	0	0	1	1	4	1	0	1	300
1271	Webster.....	J. W. Oulander.....	1885	1	0	12	8	46	48	1	0	5	5	1	0	0	8,000
1272	Westfield.....	Miss Sara V. Hanna.....	1888	2	1	36	40	0	0	3	7	11	2	0	4	5	300
1273	West Lebanon.....	Harry Evans.....	1888	2	0	16	23	0	0	0	0	6	7	4	0	0	6,000
1274	West Newton.....	H. C. Geist.....	2	0	13	28	0	0	0	0	0	1	3	5	1	0	400
1275	Westport.....	Onar Caswell.....	1	0	9	14	0	0	0	0	0	2	1	3	2	1	200
1276	Westport.....	John H. Bobbitt.....	1898	1	0	8	10	0	0	0	0	3	3	1	1	0	175
1277	Westville.....	Fred K. Powers, B. S.....	1	0	7	8	38	47	2	2	1	0	3	3	1	1	5,000
1278	Wheatland.....	Philip R. Blue.....	1895	1	0	2	5	56	47	0	0	1	0	1	0	0	300
1279	Wheatland.....	John Garrigus.....	1890	1	0	8	13	0	0	1	1	1	1	2	0	0	5,000

*Statistics of 1900-1901.

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2.—Continued.

1290	State and post-office.	Name.	Principal.	Date of establish-ment.	Second-struct-ors.		Second-ary stu-dents.		Students.						20	21	22					
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				Male.	Female.			
1291	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
INDIANA—cont'd.																						
1290	Whitewater	Franklin Township High School.	Miss Alme M. Tschauen ..	1892	1	0	8	7	0	0	0	0	0	0	1	0	0	0	3	268	86,000	
1281	Whiting	High School.	John C. Hall	1896	2	0	14	25	0	0	0	1	5	0	1	0	1	0	4	500	15,000	
1282	Williamsburg	do	Chas. O. Williams	1888	2	0	13	15	8	24	5	2	2	2	1	0	0	0	4	200	16,000	
1283	Williamsport	do	Edgar Webb	1884	2	1	30	28	0	2	2	2	0	4	6	2	2	2	4	425	10,000	
1284	Winamac	do	Joseph E. Layton	1889	2	1	31	41	20	20	4	0	5	5	3	1	4	4	4	780	3,000	
1285	Winchester	do	Lee L. Driver	1889	3	1	60	56	0	0	0	4	3	4	3	4	1	4	4	629	35,500	
1286	Windfall	do	Oscar H. Williams	1894	1	1	29	26	0	0	4	4	2	0	3	6	3	4	4	250	10,000	
1287	Winslow	do	E. W. Rust	1894	1	0	2	6	16	16	0	0	0	0	0	0	0	0	2	93	0	
1288	Wolcott	do	W. R. Neal	1894	1	1	15	30	0	0	0	0	0	0	2	5	2	2	4	100	20,000	
1289	Wolcottville	do	G. E. Troxel	1894	1	1	10	15	70	80	0	2	2	2	1	4	2	2	2	100	9,000	
1290	Worthington	do	W. B. Van Gorder (supt.) ..	1894	2	1	28	42	0	0	0	1	1	4	2	4	2	2	4	325	25,000	
1291	Young America	do	C. R. Lybrook	1894	1	0	9	8	0	0	0	0	0	0	1	0	0	0	3	400	7,000	
1292	Zionsville	do	Miss Edna Johnson	1892	2	1	18	22	0	0	0	0	0	0	5	4	0	0	4	600	1,200	
INDIAN TERRITORY.																						
1293	McAlester	High School.	S. P. Morris	1875	1	2	20	30	0	0	0	0	0	0	0	0	0	0	2	4	4,000	
1294	Salina	Cherokee Orphan Asy-lum.	E. C. Alberty	1875	1	0	6	8	79	87	0	0	0	0	0	0	0	0	4	6	150	100,000
1295	Tahlequah	Cherokee National Fe-male Seminary.	Miss Etta J. Rider	1877	0	3	0	90	0	173	0	0	0	0	0	11	0	0	4	0	600	100,000
1296	do	Cherokee National Male Seminary.	L. M. Logan	1877	3	0	74	0	165	0	0	0	0	0	7	0	0	0	4	74	1,000	100,000

Year	Name	Location	Year	1	0	15	10	45	44	3	4	5	1	2	1	1	4	1,000
1297	Terral	High School.	1899	1	0	15	10	45	44	3	4	5	1	2	1	1	180	
1298	Vinita	do	1899	1	1	16	25	0	0	8	5			2	1	4	103	
1299	Whitfield	Neighborhood School.	1899	1	2	19	23	54	61	3	4	5	1	2	1	1	1,500	
IOWA.																		
1300	Ackley	High School.	1869	2	1	32	26	0	0	5	5			2	2	1	900	
1301	Adair	do		1	2	30	27	0	0	4	5			5	4	4	12,000	
1302	Adel	do		1	3	45	45	0	0	8	8	5		3	10	2	10,000	
1303	Alton	do		1	3	16	24	0	0	4	5			4	4	4	300	
1304	Agency	do		1	1	17	21	0	0	2	2			5	4	0	350	
1305	Ainsworth	do	1884	1	0	15	17	0	0	4	4			5	4	0	20,000	
1306	Akron	do		1	0	16	28	0	0	2	3	1	3	2	3	1	8,000	
1307	Albia	do		1	3	35	37	0	0	8	14	6	3	4	6	3	5,000	
1308	Alden	do	1846	2	0	35	37	0	0	4	3	2	2	4	4	4	800	
1309	Algona	do	1875	3	3	50	60	0	0	7	25			1	5		1,500	
1310	Alton	Normal and Graded School.	1875	2	1	60	64	0	0	4	10	2	2	10	10		25,000	
1311	Alta	High School.		1	1	3	22	0	0					1	3		8,000	
1312	Alton	do	1887	2	1	19	21	0	0	3	1	1	2	3	2	2	750	
1313	Ames	do		1	5	60	70	0	0	4	10			4	4	4	8,000	
1314	Anamosa	do		1	3	42	98	0	0	3	17			3	17		30,000	
1315	Andrew	do		1	0	6	5	48	43	0	5			0	5		40,000	
1316	Anita	do		1	1	26	26	0	0	8	7			5	1	3	5,000	
1317	Arden	do*		1	0	12	9	50	30	0	2			0	2		10,000	
1318	Atlantic	do		1	4	60	112	0	0					10	15	2	500	
1319	Audubon	do		1	2	36	59	0	0					1	1		25,000	
1320	Aurelia	do		1	1	8	20	0	0					1	1		25,000	
1321	Avoea	do	1880	1	2	36	49	0	0					2	4		16,000	
1322	Bancroft	do		1	1	13	19	0	0	0	1	1	1	0	1	4	700	
1323	Balflecreek	do		2	0	20	25	0	0	0	1	1	1	0	1	0	8,000	
1324	Baxter	do	1893	0	1	12	14	51	56					2	1	0	6,000	
1325	Bayard	do		1	1	16	19	0	0	0	2	3	0	0	6		2,500	
1326	Beacon	do	1876	1	0	4	16	0	0	3	5	1	0	1	7		600	
1327	Bedford	do		2	2	45	70	0	0					0	6		500	
1328	Belle Plaine	do		1	4	56	94	0	0	3	5	1	0	1	7		25,000	
1329	Bellevue	do		1	2	12	18	0	0					6	10		470	
1330	Belmond	do	1880	1	2	18	38	0	0					1	3		13,450	
1331	Birmingham	do	1889	1	1	21	33	0	0	2	0	0	4	6	2	0	250	
1332	Bloomfield	do	1875	2	1	27	34	0	0	3	4	3	5	2	4	4	20,000	
1333	Bonaparte	do		2	0	27	26	0	0	1	2			2	3	1	25,000	
1334	Boone	do	1876	1	0	7	88	145	0	0	0	0	0	0	21		243	
1335	Breda	do		1	0	5	3	47	44					0	2		2,300	
1336	Brighton	do	1885	1	1	36	35	0	0	8	10	4	0	1	1	1	82	
1337	Britt	do*		1	2	31	43	0	0	6	9	2	5	4	4	4	3,000	
1338	Brooklyn	do	1879	1	2	43	45	0	0	2	3	8	2	4	8	3	508	
1339	Burlington	do	1864	6	7	100	272	0	0	3	8	2	4	12	36	4	20,000	
1340	Calmar	do	1887	1	1	22	28	0	0	2	5	2	3	11	1	5	12,800	
1341	Cambridge	do*		1	0	6	17	0	0					2	5	2	3,000	
1342	Carroll	do		1	3	50	78	0	0	8	9	15	16	7	6	7	200	
1343	Carson	do*		2	1	40	53	0	0	3	8	7	8	2	2	5	500	

Statistics of 1900-1901.

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2.—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Second-ary in struct-ions.		Students.						Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furni-ture, and scientific apparatus.						
				Male.	Female.	Preparing for college.		Elementary stu-dents.		Classic-al course.						Scien-tific course.		Gradu-ates in the class of 1902.		College prepar-atory stu-dents in the class that gradu-ated in 1902.	
				5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
IOWA—continued.																					
1344	Casey.....			1	0	5	20	0	0	0	0	0	0	1	1	1	1	4	.....	75	\$6,000
1345	Cedarfalls.....	I. B. Roscoe.....		6	13	52	100	23	33	0	0	0	0	9	24	24	24	4	.....	600	45,000
1346	Center Rapids.....	Miss Abbie S. Abbott.....		0	0	20	20	0	0	0	0	0	0	18	20	20	20	4	.....	1,000	125,000
1347	Center Junction.....	Chas. L. Bratton.....		1	0	15	10	0	0	0	0	0	0	3	4	4	4	4	.....	510	900
1348	Centerpoint.....	W. E. Silver.....		1	0	15	10	0	0	0	0	0	0	3	0	0	0	3	.....	200	2,000
1349	Centerville.....	H. A. Higgins.....		2	5	62	103	0	0	0	0	0	0	14	14	14	14	4	.....	411	50,000
1350	Central City.....	R. A. Griffin.....	1898	1	1	32	38	0	0	5	6	6	4	6	4	4	4	4	.....	500	7,000
1351	Chariton.....	C. F. Goltry.....		1	3	63	89	0	0	0	0	0	0	6	22	2	3	4	.....	129	.....
1352	Charter Oak.....	C. F. Garrett.....		1	1	24	23	0	0	1	0	0	0	5	5	1	0	4	.....	150	13,200
1353	Cherokee.....	Guy A. Blaisdell.....	1902	4	3	66	113	0	0	1	1	1	0	4	10	10	10	4	.....	1,500	80,000
1354	Chillicothe.....	S. D. Wilhite.....		1	1	1	9	16	0	1	0	0	0	3	8	8	8	2	.....	200	4,000
1355	Clarinda.....	P. B. Woods.....		1	1	1	9	16	0	1	0	0	0	8	2	2	2	2	.....	200	4,000
1356	Clarion.....	C. E. Arnold.....		1	1	4	43	83	0	0	0	0	0	7	13	13	13	4	.....	550	40,000
1357	Clarion.....	Ernest W. Fellows.....		1	2	46	45	0	0	0	0	0	0	7	11	11	11	4	.....	253	25,000
1358	Clarksville.....	Chas. F. Severance.....		1	1	20	27	0	0	2	0	0	0	4	0	0	0	3	.....	700	6,050
1359	Clearfield.....	J. D. Cherryholmes.....		2	0	30	38	0	0	4	3	3	3	3	1	1	1	4	.....	300	3,800
1360	Clearlake.....	E. G. Bailey.....	1886	1	2	30	50	0	0	1	5	3	4	8	9	8	9	3	.....	307	25,000
1361	Clinton.....	J. S. McCowan.....		2	7	106	170	0	0	0	0	0	0	11	31	31	31	4	.....	4,000	50,000
1362	Coggon.....	L. W. Inman.....		1	1	16	15	0	0	0	0	0	0	8	9	9	9	2	.....	300	3,000
1363	Collax.....	J. L. Mishler.....	1890	2	1	40	37	0	0	0	0	0	0	5	10	10	10	4	.....	50	30,000
1364	Collins.....	D. G. Wely.....		1	0	20	9	0	0	0	0	0	0	3	4	4	4	4	.....	284	2,000
1365	Columbus Junction.....	E. B. Clingman.....		2	2	26	49	0	0	2	3	10	6	1	6	0	4	2	.....	700	30,000
1366	Conrad.....	A. M. Gray.....		2	0	30	30	0	0	0	0	0	0	6	4	4	4	4	.....	175	7,000
1367	Coon Rapids.....	S. A. Power.....		1	2	23	34	0	0	1	0	0	0	3	9	1	9	4	.....	300	7,500

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Second-ary in-struct-ors.		Second-ary stu-dents.		Prepar-ing for col-lege.						College prepa-ri-ary stu-dents in the class that grad-u-ated in 1902.		Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furni-ture, and scientific apparatus.		
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
IOWA—continued.																					
1418	Fredericksburg			1	1	28	21	0	0												
1419	Freemont	Ino. P. Woodruff	1892	0	0	10	15	0	0											280	\$5,000
1420	Galva	G. C. Brundage	1898	0	2	10	8	25	12	0	0	0	0	0	0	2	3	2	1	200	5,000
1421	Gardnertown	M. K. A. Hummer	1898	1	1	8	20	0	0	0	2	3	0	4	5	3	2	4	225	1,800	
1422	Garnaville	G. W. Monroe	1893	1	1	8	20	0	0	0	1	0	0	0	2	0	0	4	225	1,800	
1423	Garnaville	E. O. Fiske		1	0	12	18	34	43	0	0	6	7	0	0	1	2	3	3	300	6,000
1424	Garnett	W. J. Jerome	1894	1	1	19	35	0	0	0	0	6	3	1	2	1	2	4	700	15,000	
1425	George	B. H. Currier	1895	1	0	6	9	56	55	0	0	0	0	1	3	1	3	3	38	4,900	
1426	Ghman	Miss Jessie L. Catlow		0	1	9	6	0	0	0	0	0	0	5	2	4	14	4	500	15,000	
1427	Gladwin	Miss Blanche Blackwell	1870	0	6	57	93	0	0	0	0	0	0	5	16	4	14	4	500	4,900	
1428	Goldfield	J. H. Beveridge	1879	2	1	49	57	0	0	0	0	0	0	6	18	4	6	4	500	5,000	
1429	Gowrie	L. C. Welby	1881	1	1	15	15	0	0	0	0	5	5	5	5	1	1	3	400	3,000	
1430	Grand Junction	A. H. Barthart	1885	1	0	11	32	0	0	0	2	0	0	1	1	1	2	4	450	10,300	
1431	Gray	A. J. Oblinger		1	1	33	25	0	0	0	0	0	0	1	5	1	2	4	450	10,300	
1432	Greene	Wm. M. Cunningham		1	1	9	14	29	36	0	0	0	0	1	1	1	2	4	135	3,000	
1433	Greenfield	W. W. Overmyer	1880	2	0	30	30	0	0	4	6	6	5	3	6	2	3	4	100	10,000	
1434	Grinnell	Miss Cora Smith		3	5	20	52	0	0	0	0	1	3	1	3	1	2	4	200	8,000	
1435	Grissold	D. A. Thornburg	1867	1	1	16	139	0	0	0	0	0	0	9	18	8	13	4	2,000	36,175	
1436	Guthrie Center	W. R. Andrews		2	1	8	15	0	0	0	0	0	0	4	4	4	4	4	200	8,225	
1437	Guttenberg	M. F. Moine		2	0	20	30	0	0	0	0	0	0	5	5	4	3	4	300	25,000	
1438	Hamburg	E. A. Schiefelbein	1893	2	2	42	41	0	0	8	12	4	0	4	3	3	3	3	250	12,000	
1439	Harlan	J. E. Clayton	1875	3	3	45	73	0	0	21	20	3	0	6	12	3	7	4	1,825	33,500	
1440	Hartley	Miss Lenora Prater		2	3	80	97	0	0	0	0	0	0	10	10	10	10	4	800	25,000	
1441	Hartley	D. M. Odde		1	2	25	36	0	0	0	0	0	0	2	2	2	3	4	700	25,000	

1442	Hayward	do	S. T. May	2	1	0	1	7	18	0	0	0	0	0	5	10	1	3	4	652
1443	Hedrick	do	John E. Foster	1	2	19	47	18	24	18	0	0	0	0	6	5	4	3	4	280
1444	Hepstein	do	J. W. Elwood	1	0	85	16	0	0	0	0	0	0	0	1	7	4	3	4	1,200
1445	Hopkinton	do	John G. Snam	1	0	26	12	0	0	0	0	0	0	0	6	1	4	3	4	75
1446	Hubbard	do	W. O. Reed	1	2	20	28	0	0	0	0	0	0	0	2	4	2	2	4	310
1447	Hull	do	H. A. Welby	1	3	97	61	0	0	0	0	0	0	0	5	4	2	1	4	400
1448	Humboldt	do	M. E. Lamb	1	3	92	61	0	0	0	0	0	0	0	4	6	2	1	4	400
1449	Hunstont	do	G. A. Ximbro	1	3	97	66	0	0	0	0	0	0	0	5	3	2	1	4	400
1450	Independence	do	Miss Jessie R. Johnston	2	3	67	96	0	0	0	0	0	0	0	2	9	1	0	4	416
1451	Iowa City	do	Miss Clara M. Travis	1	5	62	96	0	0	0	0	0	0	0	7	9	4	8	4	320
1452	Iowa Falls	do	T. J. Fitzpatrick	6	6	120	172	0	0	0	0	0	0	0	17	26	1	4	8	700
1453	Iowa Falls	do	Miss Anna L. Burdick	2	4	49	78	0	0	0	0	0	0	0	20	1	2	3	4	590
1454	Jcton	do	Joel E. Johnson	1	0	14	18	0	0	0	0	0	0	0	5	10	2	3	4	300
1455	Jcton	do*	L. B. Christie	1	4	92	101	0	0	0	0	0	0	0	4	0	3	3	4	852
1456	Kellogg	do	R. S. Whitley	1	1	20	25	0	0	0	0	0	0	0	1	5	1	5	4	500
1457	Keokuk	do	A. A. Reen	4	5	94	143	0	0	0	0	0	0	0	17	21	1	5	4	1,000
1458	Kossauqua	do	David Williams	2	1	37	40	0	0	0	0	0	0	0	8	6	1	1	4	60,000
1459	Keota	do	William C. Farmer	1	2	35	37	0	0	0	0	0	0	0	2	5	1	2	4	250
1460	Kingsley	do	James E. Fitzgerald	1	2	26	27	0	0	0	0	0	0	0	3	4	1	3	4	555
1461	Kirkville	do	F. Eakins	1	0	10	17	53	54	0	0	0	0	0	1	1	4	5	4	7,000
1462	Knoxville	do	T. V. Hart	2	3	75	78	0	0	0	0	0	0	0	11	7	4	5	4	300
1463	Kossuth	do	C. G. Hayden	1	0	12	15	15	16	0	0	0	0	0	3	1	2	0	3	7,000
1464	Lake City	do*	Miss Grace Fogen	1	3	27	31	0	0	0	0	0	0	0	4	11	4	9	4	800
1465	Lake Mills	do	E. G. Clark	1	1	20	27	0	0	0	0	0	0	0	3	5	3	3	3	2,000
1466	Lakeview	do	John R. Slacks	1	1	10	15	0	0	0	0	0	0	0	1	0	1	1	3	317
1467	Lanoni	do	W. W. Griffith	2	1	19	47	0	0	0	0	0	0	0	4	7	2	2	3	3,680
1468	Lansing	do	Geo. Galloway	1	1	22	38	0	0	0	0	0	0	0	1	13	2	2	3	300
1469	Laporte City	do	Charles Henry	1	2	23	42	0	0	0	0	0	0	0	1	3	2	1	4	10,000
1470	Laurens	do	W. H. Reeve	1	3	16	32	0	0	0	0	0	0	0	2	3	2	1	4	550
1471	Lawler	do*	T. E. McCarty	1	0	7	18	0	0	0	0	0	0	0	1	2	1	0	3	16,000
1472	Leclaire	do*	J. F. Ogden	1	1	0	7	18	0	0	0	0	0	0	0	0	0	0	3	80
1473	LeGrand	do*	Harry Haas	1	0	5	10	49	50	0	0	0	0	0	2	15	1	12	4	200
1474	Lemars	do	Miss Anne W. Evans	2	5	61	82	0	0	0	0	0	0	0	9	18	3	9	4	2,650
1475	Leon	do	J. H. Drake	1	1	50	93	0	0	0	0	0	0	0	6	10	9	4	86	25,000
1476	Lewis	do	A. L. Holiday	2	0	15	16	35	44	0	0	0	0	0	1	7	1	2	3	7,000
1477	Lewis	do	Pyron J. Read	1	1	11	19	18	0	0	0	0	0	0	4	3	0	0	4	225
1478	Limespring	do	D. L. Grannis	1	1	11	26	0	0	0	0	0	0	0	2	0	0	0	4	2,502
1479	Lincolne	do*	W. B. Hancock	1	1	18	35	0	0	0	0	0	0	0	4	8	3	3	366	9,000
1480	Lisbon	do	W. B. Hancock	1	1	18	35	0	0	0	0	0	0	0	4	8	3	3	366	9,000
1481	Logan	do	Miss Edith M. Fischer	1	2	15	24	0	0	0	0	0	0	0	1	0	4	8	4	250
1482	Lohrville	do	P. M. Henson	1	1	16	27	0	0	0	0	0	0	0	2	5	0	3	3	300
1483	Lortimer	do	M. I. Roberts	1	1	16	27	0	0	0	0	0	0	0	1	0	1	3	3	300
1484	Louisa	do	F. M. Haynes	1	1	20	26	0	0	0	0	0	0	0	1	1	0	1	4	54
1485	Lynnville	do	A. T. Gifford	1	0	14	15	0	0	0	0	0	0	0	4	6	3	4	4	300
1486	Lyons	do	Miss Lela Newcomb	3	2	52	68	0	0	0	0	0	0	0	5	2	2	2	4	175
1487	McGregor	do*	Miss J. V. Harrison	1	2	21	33	0	0	0	0	0	0	0	7	10	2	2	4	500
1488	Magnolia	do	K. G. Launcelot	1	0	95	11	32	27	3	1	2	1	0	6	4	3	2	3	75
1489	Malcom	do	W. C. Lyons	1	1	23	23	33	36	3	2	4	5	6	4	3	2	3	3	200
1490	Malvern	do	G. L. Gillies	1	2	31	42	0	0	0	0	0	0	0	1	2	1	5	4	208
1491	Manchester	do	Miss Edna J. Oulton	1	4	41	63	0	0	0	0	0	0	0	2	8	1	5	4	250
1492	Mamilla	do	A. B. Carrithers	1	1	13	21	0	0	0	0	0	0	0	1	1	1	3	3	175

* Statistics of 1900-1901.

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Second-ary in-struct-ors.				Element-ary stud-ents.		Prepar-ing for college.				Grad-uates in 1902.		College prepar-atory stud-ents in the class that grad-uated in 1902.	Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.	
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
IOWA—continued.	High School.....			2	1	1	28	49	0	0	5	10	0	3	2			4	700	\$15,000	
1493	Menning.....	A. C. Fuller.....	1880	1	1	25	27	0	0					2	9			3	2,000	40,000	
1494	Mapleton.....	G. W. Young.....	1880	1	1	26	33	0	0			1	3	2	5			4	500	1,200	
1495	Mapleton.....	W. B. Buckley.....	1880	1	4	22	91	0	0	5	10	10	4	8	10	4	5	4	537	57,900	
1496	Maquoketa.....	A. Palmer.....		1	0	20	11	0	0			1	0	3	6	1	2	3	150	8,000	
1497	Marble Rock.....	A. H. Hofman.....	1880	1	0	20	15	0	0	3	2	1	1	7	13	4	3	4	600	7,700	
1498	Marengo.....	R. H. Minkel.....	1880	2	4	31	61	0	0					7	13	4	3	4	760	25,000	
1499	Marion.....	C. H. Gares.....	1872	1	5	73	105	0	0					11	28	3	7	4	416	25,400	
1500	Marion.....	Miss Alice E. Duffy.....		2	9	61	112	0	0									4	5,570		
1501	Mason City.....	Miss Anna D. Fay.....		2	6	86	118	0	0	5	3	12	9					4	200	25,000	
1502	Mason City.....	R. U. Groff.....		1	1	17	35	0	0									4	80	6,800	
1503	Maxwell.....	C. W. Kirk.....		1	1	17	35	0	0									4	250	6,000	
1504	Maxwell.....	.....		1	0	12	20	58	50	0	0			2	3			3	800	10,000
1505	Mechanicsville.....	Clarence McCracken.....	1873	1	1	20	25	0	0	0	2			3	12			3	309	5,000	
1506	Mento.....	M. P. Kenworthy.....		1	0	16	16	0	0					1	7	0	2	3	373	2,300	
1507	Mento.....	R. C. Colton.....		1	0	22	18	30	55	3	2							3	284	11,250	
1508	Milton.....	D. T. Sollenbarger.....		1	2	42	45	0	0					3	9	2	3	4	500	15,000	
1509	Missouri Valley.....	J. E. Barrett.....	1870	2	3	46	83	0	0					0	6			3	359	2,000	
1510	Mitchell.....	H. E. La Rue.....		1	1	5	15	62	57					0	5			3	50	5,000	
1511	Modale.....	J. T. Atkinson.....	1890	1	1	0	7	3	53	57				0	5			1	50	8,000	
1512	Monroe.....	J. H. Ellison.....	1872	1	1	20	29	0	0	5	6	1	2	3	3	1	2	4	500	8,000	
1513	Montezuma.....	Miss Ida J. McKee.....	1872	1	1	32	40	0	0					5	10	2	4	4	600	20,000	
1514	Monticello.....	Miss Mary L. Jarman.....		1	1	3	59	64	0	2	2	8	2	9	8	3	4	4	500	20,600	
1515	Montour.....	H. B. Shoemaker.....	1876	1	1	13	16	52	38					3	3	0	1	4	150		
1516	Montrose.....	J. P. Kennedy.....	1880	1	2	18	22	0	0					0	2			3	525	10,000	

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Second-ary in-struct-ors.		Second-ary stu-dents.		Ele-mentary stu-dents.		Students preparing for college.						Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.		
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
IOWA—continued.	High School																				
1567	Reinbeck	C. O. Jamoyson	1889	1	2	45	40	0	0			4	8	6	6	5	4	4	200	\$10,000	
1568	Rhodes	W. H. Fort		1	1	10	11	0	0			1	1	2	2	0	1	3	300	7,000	
1569	Riceville	Paul M. Ray		1	1	21	28	0	0					3	8	0	1	3	550		
1570	Rippey	H. A. Clackencyer	1890	1	0	14	16	0	0			6	7	1	4	0	3	4	200	6,000	
1571	Riverside	H. H. Hankins		1	0	8	16	67	45					0	4	0	3	4	400	3,000	
1572	Riverton	Wilbur Tuke	1875	1	0	12	16	0	0			2	5	0	4			4	300	6,000	
1573	Rockford	J. C. Saunders	1885	3	0	40	49	0	0					9	0			4	1,200	28,000	
1574	Rock Rapids	Miss Margaret Doolittle		1	3	52	41	0	0			16	9	3	4	1	4	4	350	52,000	
1575	Rock Valley	Miss Frances R. Gardner	1894	1	1	12	32	0	0					1	3	1	3	4	500	10,000	
1576	Rockwell City	F. W. Wood		2	1	40	50	0	0			2	7	3	6	1	4	4	175	15,000	
1577	Rolie	Fred L. Cusstly	1889	2	1	34	50	0	0					0	0			4	525	12,500	
1578	Sabula	John H. Grossman		1	1	14	18	10	8					4	4	4	4	3	800		
1579	Sac City	T. M. Guslee	1880	2	1	32	40	0	0					4	8	0	4	4	280	35,000	
1580	St. Ansgar	John P. Lund	1885	2	0	20	30	0	0					4	6	0	4	4	400	7,000	
1581	St. Charles	J. W. Miller	1892	1	0	21	23	0	0					5	2	2	1	3	150	3,500	
1582	Sauborn	Miss Gora Curtis		1	3	27	35	0	0			0	1	3	3	1	4	4	700	20,000	
1583	Schaller	H. C. Coe	1882	1	0	13	20	0	0					3	2			4	225	10,000	
1584	Scranton	H. E. Powers		1	1	27	50	0	0					3	2			3	350	16,000	
1585	Seymour	W. B. Thornburgh		2	0	15	25	0	0					2	0			4	300	18,000	
1586	Shannon City	O. W. Hunt	1899	1	1	22	20	0	0			3	1	2	0	2	0	3	125	8,000	
1587	Shelby	L. H. Minkal	1870	2	2	40	40	0	0					7	40	3	6	4	782	15,000	
1588	Sheldon	Mrs. Emma Freeman	1885	1	2	52	70	0	0			3	6	1	3	5	11	4	1,000	60,000	
1589	Shellsbrook	C. E. Buckley	1890	1	2	39	41	0	0					2	5	4	4	4	531	15,000	
1590	Shellsburg	H. W. Heath		1	6	6	10	54	61			2	3	2	5			2	150	6,500	

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Secondary structures.		Elementary students.				Preparing for college.				Graduates in 1902.		College preparatory students in the class that graduated in 1902.		Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
IOWA—continued.																					
1640	Williamsburg		4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
1641	do	Bruce Francis		1	2	41	45	0	0			12	10	7	8	4	3	4		300	\$18,000
1642	Wilton Junction	L. G. Focht		1	1	13	31	0	0					2	6	4	4	4		200	10,000
1643	Winfield	F. G. Robb	1891	1	1	25	45	0	0	1	10	3	0	3	8	1	3	4	4	500	13,000
1644	Winterset	J. E. McClellan		2	0	30	65	0	0	3	12	4	7	2	9	0	3	3	200	30,000	
1645	Woodburn	Miss Lillian Thomas		0	2	6	15	44	47	0	3	2	0	3	0	3	3	3	3	20	3,000
1645	Wyoming	C. C. Gray	1885	1	2	34	40	0	0	3	3							4	713	10,000	
KANSAS.																					
1646	Abilene	W. H. Wagner		2	2	52	67	0	0					4	10	3	6	4	1,252	40,000	
1647	Abma	Ross C. McCormick		1	0	5	5	0	0									4	10	5,000	
1648	Almena	H. M. Culter		1	1	4	5	13	25									2	425	5,000	
1649	Altamont	W. M. Kysar	1893	3	3	84	79	0	0	3	5	6	0	12	16	1	3	3	550	30,000	
1650	Americus	A. E. Ward		1	0	3	4	82	86									2	200	4,000	
1651	Anthony	Theo. Fulton		1	1	14	24	0	0									4	1,600	27,000	
1652	Argentine	Helen Kleinknecht	1888	1	1	29	44	8	7	0	2			2	4	2	2	4	1,300	15,000	
1653	Arkansas City	W. M. Fisher		3	2	53	99	0	0	1	4	1	0	7	12	2	4	4	500	40,000	
1654	Arlington	T. Frederick Kabler		1	0	5	12	50	48					0	11			2	200	3,000	
1655	Atchison	W. C. Jamieson	1878	1	2	24	57	0	0	1	2	1	0	2	4	2	4	3	200	35,000	
1656	Atchison	P. N. Heck		1	0	11	20	0	0	4	6			3	3			3	400	6,000	
1657	Atwood	N. F. Damm		1	0	12	9	0	0									3	225	3,000	
1658	Axtell	O. N. Berry		2	0	18	21	0	0	2	3	3	1					4	300	3,000	
1659	Baldwin	Geo. E. Burkholder	1882	1	0	38	35	0	0	2	3	1		7	16	1	10	3	813	13,000	

1660	Baxter Springs	.....	1872	1	1	20	30	0	0	0	1	3	.....	3	7	1	1	3	.....	120	25,000
1661	Belleplaine	.....	1885	1	1	20	35	0	0	2	3	5	2	4	4	2	1	4	.....	1,000	18,000
1662	Belleville	.....	1881	2	1	42	50	10	10	15	4	5	2	4	4	2	4	4	.....	500	30,000
1663	Beloit	.....	1881	3	0	65	103	0	0	1	3	.....	2	8	15	8	15	3	.....	1,500	36,000
1664	Blue Rapids	.....	.....	0	2	36	51	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	450	8,000
1665	Brookville	.....	1884	1	0	8	10	64	56	2	5	.....	1	2	5	1	1	3	.....	652	8,000
1666	Bunkerhill	.....	.....	1	0	2	5	7	15	2	5	.....	2	5	5	.....	.....	.....	.....	360	5,000
1667	Burdett	.....	1899	1	0	15	22	0	0	.....	.....	.....	2	4	0	2	2	3	.....	200	5,000
1668	Burdett	.....	.....	1	0	7	8	30	26	0	.....	.....	2	4	0	2	2	3	.....	300	5,000
1669	Burlingame	.....	1872	2	0	20	41	0	0	2	2	5	7	2	2	2	2	4	.....	1,900	14,000
1670	Burlington	.....	.....	2	0	15	15	0	0	3	2	.....	4	4	.....	.....	.....	.....	.....	384	10,000
1671	Burroak	.....	1887	2	0	17	35	0	0	2	1	0	1	5	1	2	4	.....	389	10,000	
1672	Burton	.....	1876	2	0	14	41	0	0	4	4	6	3	2	5	2	4	4	.....	500	21,000
1673	Caldwell	.....	1885	1	1	28	28	0	0	.....	.....	.....	5	9	2	1	1	3	.....	1,000	10,000
1674	Cardon	.....	1888	1	0	10	15	30	28	.....	.....	.....	4	4	3	2	2	3	.....	200	5,000
1675	Cedarville	.....	1898	1	2	23	25	0	0	.....	.....	.....	4	4	3	2	2	3	.....	1,000	16,500
1676	Centuria	.....	.....	2	2	41	53	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	404
1677	Chanute	.....	1889	4	3	86	104	0	0	.....	.....	.....	8	6	2	3	3	4	.....	500	16,000
1678	Chapman	.....	.....	2	0	35	45	0	0	.....	.....	.....	2	1	2	0	3	.....	50	15,000	
1679	Chapman	.....	.....	2	0	14	58	0	0	5	3	.....	1	7	1	3	3	.....	140	25,000	
1680	Cherokee	.....	1885	1	2	40	60	0	0	.....	.....	.....	3	9	3	9	3	3	.....	500	6,000
1681	Cherryvale	.....	1901	3	4	106	126	0	0	.....	.....	.....	15	24	1	1	1	4	.....	200	20,000
1682	Cherokee	.....	1888	1	1	20	29	0	0	1	1	2	0	3	1	2	2	2	.....	400	20,000
1683	Clay Center	.....	1880	2	1	21	18	14	12	8	8	3	0	3	3	3	2	2	.....	500	25,000
1684	Clifton	.....	1872	1	3	50	30	0	0	4	5	3	0	4	11	3	2	2	.....	400	15,000
1685	Clifton	.....	1897	2	2	40	50	10	25	.....	.....	.....	10	15	4	4	2	3	.....	400	15,000
1686	Clyde	.....	.....	0	1	13	2	47	64	.....	.....	.....	3	3	7	2	5	4	.....	150	10,000
1687	Cody	.....	1889	2	1	34	66	0	0	20	40	5	10	3	7	2	5	4	.....	850	10,000
1688	Cody	.....	.....	2	1	19	38	0	0	.....	.....	.....	2	5	2	2	5	4	.....	50	4,000
1689	Coldwater	.....	.....	1	0	4	14	49	26	0	1	2	5	2	5	2	5	2	.....	200	10,000
1690	Concordia	.....	1895	3	1	27	37	0	0	3	7	3	4	1	10	1	7	4	.....	800	30,000
1691	Concordia Falls	.....	.....	2	0	13	27	0	0	1	1	.....	2	4	1	1	4	.....	100	12,000	
1692	Courland	.....	1890	1	1	24	27	0	0	1	1	.....	2	4	1	1	1	4	.....	300	5,000
1693	Delphos	.....	.....	4	3	77	84	0	0	.....	.....	.....	5	9	3	3	3	4	.....	1,500	33,500
1694	Dodge City	.....	1881	1	3	52	100	0	0	.....	.....	.....	4	16	.....	.....	.....	.....	.....	1,000	30,000
1695	Douglas	.....	1889	1	0	11	10	0	0	1	2	2	0	.....	.....	.....	.....	.....	.....	200	30,000
1696	Dowans	.....	1891	1	0	10	10	0	0	1	1	.....	0	1	0	1	3	.....	50	15,000	
1697	Edinburg	.....	1890	1	0	15	20	0	0	3	1	1	.....	3	3	0	1	3	.....	300	1,200
1698	Edinburg	.....	1861	2	1	21	46	0	0	6	8	.....	2	12	1	3	3	.....	275	27,000	
1699	Elk City	.....	1861	1	0	13	23	0	0	5	10	5	9	4	6	4	6	4	.....	714	75,000
1700	Ellis	.....	.....	1	0	13	18	0	0	.....	.....	.....	0	1	2	1	2	.....	200	4,500	
1701	Ellsworth	.....	1885	2	2	40	60	0	0	.....	.....	.....	1	2	1	2	1	2	.....	341	4,500
1702	Emporia	.....	.....	1	2	2	40	10	17	.....	.....	.....	1	12	0	3	3	.....	200	4,500	
1703	Emporia	.....	.....	1	0	5	6	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	200	4,500
1704	Erie	.....	.....	1	0	5	6	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	200	4,500
1705	Eudora	.....	1885	2	2	40	60	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	200	4,500
1706	Eureka	.....	.....	1	0	10	17	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	275	.....
1707	Everest	.....	.....	1	0	10	17	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	275	.....

* Statistics of 1900-1901.

1732	Hartford	J. H. Sawtell	1	1	12	16	0	0	0	0	0	0	4	4	4	300	5,000
1733	Hays	E. E. Crawford	1	1	11	24	0	0	0	0	0	0	5	5	3	310	25,000
1734	Herrington	Miss Kate B. Miles	2	2	36	41	0	0	0	0	0	0	7	7	4	500	15,000
1735	Hewatha	A. R. Williams	1884	2	42	60	0	0	0	0	0	0	1	1	6	900	15,000
1736	Hill City	Mrs. L. J. Wilson	1890	0	5	14	0	0	0	0	0	0	2	2	5	524	8,500
1737	Hillsboro	C. G. Mitchell	0	0	8	6	0	0	0	0	0	0	3	3	2	250	8,500
1738	Holt	E. W. Hossack	1887	2	41	59	0	0	0	0	0	0	12	12	6	2,875	30,000
1739	Horton	Miss Gertrude M. Chapman	1	3	25	36	0	0	0	0	0	0	3	3	7	2,100	.....
1740	Howard	J. M. Pienitz	2	1	33	42	0	0	0	0	0	0	5	5	4	800	21,200
1741	Hoxie	R. G. Mueller	1885	1	0	2	53	57	1	0	0	0	1	1	2	70	1,000
1742	Humboldt	J. L. Shelman	1878	2	0	20	25	0	0	2	3	1	2	2	4	460	22,000
1743	Hutchinson	Richard R. Price, A. M.	2	3	51	116	18	16	0	0	0	0	7	7	12	1,800	25,000
1744	Independence	S. M. Nees	1889	5	2	92	132	0	0	15	20	10	15	18	9	1,000	37,000
1745	Toh.	Willis Henderson	1874	2	3	51	131	0	0	0	0	0	0	0	0	250	68,000
1746	Jewell	Z. E. Wyatt	1	2	35	35	0	0	0	0	0	0	0	0	0	800	.....
1747	Junction City	T. P. Deamore	1871	2	5	63	102	0	0	16	11	6	4	16	3	1,130	110,000
1748	Kanopolis	A. M. Woodmance	1886	1	0	13	17	48	58	1	0	1	2	7	6	85	10,000
1749	Kansas City	Geo. E. Rose	1885	9	11	252	463	0	0	16	35	10	6	4	716	115,000	
1750	Kensington	W. L. Earl	1895	1	0	6	10	44	65	2	3	0	2	0	350	3,500	
1751	Kingman	J. E. Boyer	1883	1	1	25	48	0	0	0	6	10	2	4	700	12,000	
1752	Kinsley	D. A. Baugher	1885	1	1	11	22	0	0	0	0	2	9	2	550	20,000	
1753	Kiowa	C. A. Kent	1883	1	1	32	47	0	0	3	4	1	0	4	7	500	15,000
1754	Lacrosse	W. S. Robb	1881	1	1	23	22	0	0	0	0	0	3	2	175	10,000	
1755	Lacygne	Geo. F. Gorow	1884	1	1	11	18	0	0	5	8	2	3	2	3	480	18,000
1756	Lakin	J. T. Clark	1	0	5	15	35	35	0	0	1	0	1	0	1	50	6,000
1757	Larned	B. F. Adler	1	1	20	40	0	0	0	0	6	12	4	15	2	900	25,000
1758	Lawrence	F. H. Olney	1872	3	9	223	327	0	0	0	0	0	0	0	0	530	40,000
1759	Leavenworth	William A. Evans	1870	2	5	86	102	0	0	0	0	0	0	0	0	2,500	.....
1760	Lenora	Miss Kittle M. Fisher	1899	0	1	4	3	63	42	0	0	0	0	0	0	24	8,000
1761	Levington	W. A. Starin	1887	1	0	4	6	79	69	0	1	16	2	2	340	10,000	
1762	Leoni	J. Van Arsdale	1885	2	0	25	35	0	0	4	16	0	0	0	0	400	16,000
1763	Lexy	W. W. Jones	1890	1	0	10	16	0	0	10	8	1	0	0	0	2,000	7,000
1764	Lincola	C. N. Poe, A. M.	1885	1	0	5	20	0	0	0	0	0	0	0	0	50	3,500
1765	Lindsborg	Luther Anderson	1880	1	0	5	20	0	0	0	0	0	0	0	0	225	2,000
1766	Little River	L. C. Meyer	1893	2	1	30	48	0	0	0	0	0	0	0	0	200	10,000
1767	Logan	W. R. Arthur	1881	3	0	30	37	0	0	0	2	0	0	0	0	500	20,000
1768	Lyon	J. J. Caldwell	1891	1	1	38	23	0	0	0	0	0	0	0	0	75	5,500
1769	Lyon	W. H. Connel	1875	1	2	30	65	0	0	0	3	14	4	12	2	650	25,000
1770	Madison	Miss Marie A. Curry	1835	1	0	3	9	27	31	0	0	0	0	0	0	190	3,500
1771	Madison	Charles M. Hilliard	1860	2	1	28	42	0	0	0	0	0	0	0	0	2,263	20,000
1772	Madisonville	H. L. Snodgrass	1886	2	1	40	58	0	0	0	3	5	10	4	5	500	8,000
1773	Manhata	F. W. Simmonds (supt.)	1882	1	1	19	39	0	0	0	2	3	0	4	0	500	40,000
1774	Marion	W. B. Hall	1882	1	0	7	11	0	0	0	0	0	0	0	0	306	7,000
1775	Marquette	A. E. Vestling	1891	1	1	33	39	0	0	3	1	2	0	1	0	1,500	25,000
1776	Marysville	C. B. Myers	1878	1	1	31	41	0	0	0	0	0	0	0	0	500	20,000
1777	Medicine Lodge	E. A. Sheppardson	1885	1	0	9	12	0	0	0	4	3	1	2	1	500	28,000
1778	Melvern	O. M. Becker	1885	1	0	5	12	0	0	0	0	0	0	0	0	375	5,000
1780	Miltonvale	Willis A. Cain	1885	1	0	2	4	12	16	0	0	0	0	0	0	75	1,650

* Statistics of 1900-1901.

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Second-ary in-struct-ors.		Second-ary stu-dents.		Eie-men-tary stu-dents.		Students.						Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.				
				Male.	Female.	Male.	Female.	Male.	Female.	Preparing for college.		College preparatory students in the class that graduated in 1902.		Length of course in years.	Number in military drill.						
										Male.	Female.	Male.	Female.					Male.	Female.	Male.	Female.
KANSAS—cont'd.																					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
1781	High School.....	C. A. Wagner.....	1882	2	1	40	59	0	0	20	15	4	0	4	1	3	0	4	2,000	\$20,000	
1782	do.....	A. P. Reubergill.....	.....	1	0	10	20	0	0	.....	.....	.....	.....	.....	0	4	0	3	600	7,000
1783	do.....	E. M. Hollingsworth.....	1882	1	0	11	13	6	0	.....	.....	.....	.....	.....	2	2	0	3	300	3,500
1784	do.*.....	S. A. Kennedy.....	.....	1	1	21	19	0	0	4	6	3	0	4	2	4	2	3	150	4,000
1785	do.*.....	O. D. Carper.....	.....	1	0	15	15	0	0	.....	.....	.....	.....	.....	3	7	6	2	625	6,000
1786	do.*.....	A. J. Lovell.....	1891	2	0	29	30	0	0	.....	.....	.....	.....	.....	4	9	3	3	250	2,000
1787	do.....	Theo. C. Conklin.....	1878	1	1	18	18	0	0	0	1	1	1	2	3	1	2	3	300	3,500	
1788	do.....	Miss Louise Stoelzing.....	.....	1	1	19	31	0	0	.....	.....	.....	.....	.....	0	3	4	4	200	1,000
1789	do.....	E. H. Harding.....	1889	2	0	20	30	0	0	.....	.....	.....	.....	.....	1	3	0	2	750	.....
1790	do.*.....	Howard T. Floyd.....	.....	1	0	2	10	0	0	.....	.....	.....	.....	.....	1	3	0	2	300	3,000
1791	do.....	George Allen, Jr.....	1892	1	0	15	12	0	0	.....	.....	.....	.....	.....	2	4	.....	3	160	5,000
1792	do.....	H. H. Peyton.....	.....	1	0	10	15	27	25	.....	.....	.....	.....	.....	2	4	.....	3	250	40,000
1793	do.....	D. R. Krehbiel, A. B.....	1888	3	4	64	152	0	0	.....	.....	.....	.....	.....	6	17	4	4	250	40,000
1794	do.....	H. M. Culter.....	.....	3	1	17	44	28	31	.....	.....	.....	.....	.....	4	14	2	10	100	.....
1795	Nortonville.....	H. L. Miller.....	.....	1	1	20	22	0	0	10	12	3	0	3	3	2	2	4	300	6,000
1796	Oakley.....	F. W. Irwin.....	.....	1	0	20	10	45	29	.....	.....	.....	.....	.....	2	0	2	2	203	2,000
1797	Olathe.....	R. L. Ward.....	.....	2	2	42	67	0	0	.....	.....	.....	.....	.....	3	16	3	3	250	2,000
1798	Osburg.....	J. L. Brown.....	.....	1	0	4	2	36	28	1	0	1	0	4	2	1	1	1	75	5,000
1799	Osage.....	Jno. Lofly.....	.....	2	1	23	39	0	0	.....	.....	.....	.....	.....	3	7	1	4	1,000	.....
1800	Oswatomie.....	Miss Blanche Willis.....	1893	1	2	21	34	0	0	.....	.....	.....	.....	.....	3	6	1	4	325	25,000
1801	Oswame.....	S. E. Lee.....	.....	2	1	38	47	0	0	2	2	.....	.....	.....	1	6	1	4	400	5,500
1802	Oskaloosa.....	B. E. McProud.....	.....	1	1	10	27	0	0	4	4	.....	.....	.....	1	6	1	3	325	20,000
1803	Oswego.....	F. P. Hedges.....	.....	2	1	25	50	0	0	3	7	1	2	3	10	0	1	3	470	10,000

1804	Ottawa	James H. Adams	1876	2	5	62	148	0	0	3	10	2	3	7	24	5	13	3	400
1805	Oxford	J. S. Peter	1888	1	0	10	21	0	0	2	7	2	0	2	3	1	1	3	318
1806	Paola	Miss Flora I. Rosenquist	1888	2	3	45	85	0	0	0	0	0	0	1	11	0	0	200	
1807	Parker	J. M. Thoromah	1901	1	0	5	10	0	0	0	0	0	0	0	0	0	0	1,200	
1808	Parsons	Miss Louise M. Schaub	1882	1	4	88	114	0	0	1	8	6	0	7	21	3	14	1,300	
1809	Peabody	A. H. Busbey	1880	1	2	39	69	0	0	0	0	0	0	4	12	4	4	40,000	
1810	Phillipsburg	J. M. T. Adlog	1880	1	0	22	28	0	0	4	3	0	0	6	6	6	6	150	
1811	Pittsburg	Robt. E. Hartsock	1884	3	6	113	199	0	0	15	17	10	20	2	16	2	16	600	
1812	Plainville	A. L. Harter	1880	1	1	15	43	0	0	0	0	0	0	1	3	1	1	150	
1813	Pleasanton	Miss Florence Wickam	1880	1	1	16	18	0	0	7	2	1	1	3	3	0	1	2,500	
		A. M.																100	
1814	Pratt	J. H. Beach	1880	1	1	20	20	0	0	0	0	0	0	0	0	0	0	300	
1815	Prescott	L. M. Colburn	1880	1	0	15	10	30	39	0	0	0	0	0	0	0	0	12,000	
1816	Quenemo	J. P. Wallace	1888	1	0	6	16	0	0	0	0	0	0	0	0	0	0	68	
1817	Randall	Geo. M. Scott	1900	1	1	13	30	38	32	7	8	0	0	3	2	3	2	100	
1818	Reading	C. J. Burke	1880	2	0	5	11	0	0	0	0	0	0	3	4	0	1	350	
1819	Richmond	Wm. F. Rice	1900	1	0	15	11	52	43	2	2	0	0	1	4	0	1	200	
1820	Robinson	H. H. Spangler	1899	1	0	1	9	0	0	0	0	0	0	0	1	0	1	300	
1821	Rosedale	R. M. Killian	1890	1	1	22	28	0	0	0	0	0	0	0	0	0	0	40	
1822	Russell	Miss Laura J. Findley	1887	0	1	15	25	24	32	4	7	2	2	1	2	1	0	25,000	
1823	Sabetha	Isaac B. Morgan	1887	1	2	34	53	0	0	0	0	0	0	12	15	4	5	600	
1824	St Francis	C. M. Kineaid	1889	1	0	8	12	58	63	0	0	0	0	8	12	4	5	20,000	
1825	St John	Geo. L. Seeley	1889	1	0	10	18	0	0	2	3	1	0	2	2	1	1	50	
1826	St Marys	A. L. Bell, Ph. B.	1889	2	0	8	15	0	0	0	0	0	0	0	0	0	0	8,000	
1827	Salina	Mrs. A. Ludlum	1870	2	3	90	110	0	0	0	0	0	0	8	12	8	12	300	
1828	Scout	J. A. Wyatt	1888	1	0	8	12	52	48	0	0	0	0	0	0	0	0	6,000	
1829	Sedan	John H. Linn	1888	2	0	12	33	0	0	3	10	0	0	0	10	0	1	100	
1830	Sedgewick	R. A. Farrell	1888	1	0	22	32	0	0	0	2	2	0	2	0	0	0	500	
1831	Selden	E. E. Colyer	1884	1	0	28	29	0	0	3	2	0	0	2	0	1	0	3,500	
1832	Seneca	C. F. Hewins	1884	1	0	14	33	0	0	0	0	0	0	3	4	0	0	1,300	
1833	Severance	Miss Daisy Martin	1885	1	2	21	25	47	51	0	0	0	0	5	8	0	0	3,000	
1834	Solomon	H. H. Gerardy	1885	2	0	24	36	0	0	3	1	5	3	0	5	0	0	4,000	
1835	South Haven	H. H. Van Fleet	1897	1	0	21	28	0	0	4	12	2	6	2	7	0	3	10,000	
1836	Springhill	Chas. H. Brooks	1895	2	0	19	21	0	0	6	3	3	2	5	7	4	2	800	
1838	Sterling	T. M. Wood	1880	2	2	37	40	0	0	12	22	3	2	6	3	4	2	300	
1840	Stockton	G. M. Brown	1891	1	1	26	47	0	0	3	4	1	0	1	5	0	0	13,200	
1841	Strong	W. W. Anstn	1890	1	1	5	10	0	0	0	0	0	0	0	2	0	0	300	
1842	Sylvan Grove	H. C. Smith	1890	1	0	6	5	59	70	3	3	3	0	0	1	1	1	5,000	
1843	Syracuse	F. E. Robinson	1901	1	1	4	12	0	0	0	0	0	0	0	4	0	4	200	
1844	Thayer	Sumner Klendon	1884	0	0	15	25	0	0	7	13	0	0	0	4	0	0	400	
1845	Topeka	L. D. Whittimore	1874	4	16	315	578	0	0	25	50	75	150	25	54	15	30	150	
1846	Troy	J. B. McClure	1890	1	1	19	25	0	0	2	4	0	0	3	2	2	2	250	
1847	Valley Center	Perrin Dunn	1890	1	2	14	16	0	0	10	12	1	0	7	9	7	9	150	
1848	Valley Falls	E. B. Gift	1898	1	0	15	25	0	0	1	0	3	0	0	2	0	4	300	
1849	Wakeeney	F. W. Henricksman	1898	1	0	16	10	0	0	5	3	1	0	3	2	0	0	500	
1850	Wamego	Glen O'Brien	1880	1	2	35	41	0	0	0	0	0	0	6	2	0	4	600	
1851	Washington	Geo. A. Funnell	1887	2	0	34	49	0	0	1	5	9	0	0	3	1	3	600	
1852	Waterville	Miss Josephine T. Berry	1872	0	2	16	30	0	0	1	0	3	2	3	0	0	4	300	
1853	Waverly	F. H. Hankins	1887	1	1	17	16	0	0	0	0	0	0	0	2	0	0	350	

*Statistics of 1900-1901.

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2.—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Secondary instructors.		Second-ary in-struct-ors.		Second-ary stu-dents.		Students.						Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.				
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.			Male.	Female.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
KANSAS—cont'd.																					
1854	Weir.....			2	0	4	19	0	0						0	6			266	\$35,000	
1855	Wellington.....			5	4	125	219	0	0						9	14	6	9	700	2,560	
1856	Wellsville.....			1	0	16	18	0	0						2	4			150	2,500	
1857	Westmoreland.....		1891	1	0	7	11	0	0						1	4	1	4	400	5,000	
1858	Westmore.....	Walter D. Cooley.....	1897	1	0	8	13	0	0	2	3				1	4	1	4	550	10,000	
1859	Whitecloud.....	Thomas W. Butcher.....		1	0	15	11	0	0	0	1	1			2	4	2	4	400	15,000	
1860	Whitecloud.....			4	7	153	276	0	0	0	4	10			4	10	4	10	733	50,000	
1861	Williamsburg.....		1877	1	0	18	24	0	0	2	5	5			4	10	4	10	250	10,000	
1862	Wilson.....	Joseph F. Lyon.....	1889	2	0	18	27	11	15	0	4	4			0	12	0	4	150	7,000	
1863	Winchester.....	H. Coover.....	1885	1	0	27	30	0	0	2	3	2			7	7	6	6	100	4,000	
1864	Winfield.....	W. W. Wood.....		2	3	88	110	0	0						10	20	4	4	1,500	50,000	
1865	Yates Center.....	S. C. Bloss.....		1	3	40	53	0	0	10	12	5			1	4	1	4	1,325	20,000	
		Miss E. Grace Melton.....																			
KENTUCKY.																					
1866	Adairville.....		1888	1	1	10	8	0	0						5	3	3	0	900	8,000	
1867	Ashland.....	P. M. Barnes.....		1	2	27	48	0	0						2	5	2	2	1,500	50,000	
1868	Augusta.....	Jas. W. Bradner.....	1882	2	0	30	20	0	0						2	7	2	5	200	20,000	
1869	Benon.....	J. R. Sterrett.....	1888	1	0	8	6	0	0	0	1	0			0	2			200	3,000	
1870	Benton.....	G. H. Wells.....		1	0	10	10	20	18												
1871	Boston.....	G. Milton Egan, Fed. B.....		1	0	10	14	25	20												
1872	Boston.....	S. E. Hancock.....	1896	1	0	6	6	0	0												
1873	Carlisle.....	Wm. F. Ramey.....	1891	1	1	14	30	0	0	2	4				2	4	2	4	80	1,800	
1873	Carrollton.....	B. Franklin Gabby.....		2	1	17	28	0	0						2	5			400	20,000	

1874	Garrison	Graded School *	W. K. Ragsdale	1881	1	0	4	4	50	31	12	3	1	1	1	1	125	3,000
1875	Cadetsburg	High School	J. B. Leach	1881	2	1	22	38	0	0	3	4	1	6	1	4	600	15,000
1876	Gloverport	do	W. B. Muple	1891	1	1	9	25	0	0	1	0	1	0	0	25	3,000	
1877	Gold Spring	Walnut Hill Seminary *	Clarence Tegarten	.....	1	0	1	7	34	38	0	3	0	2	0	50	8,000
1878	Corydon	High School	A. C. Burton	.....	1	1	32	38	0	0	9	10	8	2	3	300	14,000
1879	Covington	William Grant High School (colored).	Frank L. Williams	.....	1	2	11	30	0	0	0	0	0	2	11	25,000	
1880	Crittenden	Graded School *	Henry Newton	.....	1	1	14	4	45	48	2	0	0	0	69	3,000	
1881	Cynthiana	High School	Chas. A. Leonard, A. M.	1872	1	2	22	32	0	0	1	1	1	1	1	1,975	8,200	
1882	Danville	do	W. C. Grinstead	1890	1	0	15	13	0	0	6	6	6	6	2	16,000		
1883	Dixie	Graded School	W. H. Sugg	1888	1	1	20	25	0	0	0	0	0	3	50	1,500		
1884	Dixon	High School	J. P. Pool	.....	1	0	30	30	0	0	2	0	0	0	2,000	2,000	
1885	Eastpoint	do	Green Sturgill	1886	1	0	5	2	0	0	0	0	0	0	500	500		
1886	Elizabethtown	do	E. E. Olcott	1877	1	1	8	24	0	0	3	4	0	1	0	450	8,000	
1887	Elkton	Willow Dell Academy	W. Wallace Stuart	1825	1	1	10	20	15	15	0	0	1	4	400	1,500		
1888	Elkton	High School	H. L. Trimble	1880	1	0	3	14	0	0	2	13	1	4	400	15,000		
1889	Fallsburg	Normal High School *	J. H. Ebers	.....	1	0	32	19	32	42	8	2	0	5	10,000	600	
1890	Farmington	Graded High School *	E. B. Buffington	.....	1	1	13	22	0	0	0	0	7	0	1,400	1,400	
1891	Farrington	Institute	T. B. Wright	1878	2	0	34	37	0	0	12	11	6	4	6	126	40,000	
1892	Flemingsburg	Graded High School	T. A. Luman	1890	2	0	1	5	89	115	0	5	1	1	1	300	2,500	
1893	Ford	Graded School *	James W. Park	.....	1	0	1	6	0	0	0	0	0	0	0	8,000	8,000
1894	Fordsville	do	S. G. Drushel, B. S.	1898	1	0	6	6	0	0	0	0	0	0	0	152	16,500	
1895	Frankfort	Clinton Street High School (colored).	Wm. H. Mayo	1893	1	3	11	30	0	0	0	0	1	6	0	300	15,000	
1896	do	High School	George C. Downing	.....	1	3	29	52	0	0	0	3	4	2	0	400	2,500
1897	Fulton	Carr Institute	J. C. Cheek	1895	1	2	27	43	0	0	2	4	5	7	4	150	15,000	
1898	Glendale	Utopia College	Joel H. Pile	1892	1	0	15	20	47	60	0	0	1	5	8	110	6,000	
1899	Grand Rivers	High School	W. C. Canterbury	1900	1	0	13	11	0	0	0	0	1	5	1	270	3,000	
1900	Greensburg	Academy	W. G. Crain	.....	1	0	17	21	30	31	0	0	0	0	0	548	4,000
1901	Greensburg	High School	George W. Chapman	1872	1	1	13	24	0	0	1	1	0	0	2	315	6,000	
1902	Greenville	Seminary	P. G. Shaver	1897	2	1	28	32	0	0	0	0	1	5	0	200	12,000	
1903	Harrodsburg	Graded School	Chas. W. Bell	.....	1	1	20	19	0	0	0	0	3	0	3	15	3,000
1904	Hawesville	High School *	Nathan I. Groves	.....	1	0	9	17	0	0	0	0	0	0	0	408	19,000
1905	Hickman	College	Henry A. Hayes	1888	1	6	36	103	0	0	7	12	9	8	11	1,800	25,000	
1906	Hickman	High School	S. A. Link	.....	1	1	16	18	0	0	0	0	4	6	0	300	1,200
1907	Hopkinsville	College	Livingsstone McCartney	1881	0	5	29	72	0	0	8	18	8	18	0	408	19,000	
1908	Lamasco	Academy *	D. F. Brightwell	.....	1	1	7	8	0	0	0	0	0	0	0	1,800	25,000
1909	Lawrenceburg	Graded School *	H. V. Bell	.....	1	2	16	40	0	0	0	0	1	3	0	3,000	3,000
1910	Lexington	Dudley High School	J. R. Graves	1880	1	5	58	95	0	0	0	0	7	15	7	200	40,000	
1911	do	Johnson High School	Ernest B. Bradley	1887	1	5	50	70	0	0	9	27	14	11	12	254	35,000	
1912	do	Russell High School (colored).	C. W. Reynolds	.....	3	0	22	53	0	0	0	0	4	9	0	100	100
1913	Livermore	Graded School	T. T. Kincheloe	.....	1	0	3	6	57	84	0	0	0	0	0	300	12,000
1914	Louisville	High School	Chas. C. Hill	.....	1	1	12	16	0	0	1	0	5	32	0	400	400
1915	Louisville	Central High School	Faustin S. Delany	1880	9	1	72	216	0	0	0	0	0	0	0	300	12,000	
1916	do	Gris' High School	W. H. Bartholomew	1856	1	22	0	782	0	0	0	0	0	48	0	2,207	135,000	
1917	do	Made High School	Reuben P. Hallbeck	1855	14	0	363	0	0	0	32	0	100	0	61	0	2,400	135,000
1918	do	Manual Training High School	Harry G. Brownell	1892	13	0	280	0	0	0	100	0	26	0	14	0	850	135,000
1919	Ludlow	High School	Miss Lida McBride	1886	1	2	14	42	0	0	2	2	7	1	1	300	42,500	

Statistics of 1900-1901.

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2—Continued.

1920	State and post-office.	Name.	Principal.	Date of establishment.	Second-ary in-struct-ors.		Second-ary stu-dents.		Students.						Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
					Male.	Female.	Male.	Female.	Preparing for college.		Gradu-ates in the class that gradu-ated in 1902.		College prepar-atory stu-dents in the class that gradu-ated in 1902.					
									Male.	Female.	Male.	Female.	Male.	Female.				
KENTUCKY—cont'd.																		
1920	Magnolia.....	Classical and Normal College.*	— Carleton	1874	1	0	3	4	32	35							\$1,200	
1921	Maysville.....	High School.....	Ellsworth Regenstein	1874	1	3	13	21	0	0	7	4	2	1	7	3	1	200
1922	Middlesboro.....	do.....	Miss Hattie L. Brashear	1891	1	0	4	8	38	38							300	
1923	Mirviva.....	Male and Female Col-lege.*	C. K. Dickey, A. B.		1	0	4	8	38	38							250	
1924	Mount Sterling.....	High School.....	H. M. Gunn	1870	2	1	26	33	0	0	5	10	1	0	1	5	1	250
1925	Murray.....	Institute.....	W. P. Morrison	1870	2	1	10	90	0	0	20	15					20,000	
1926	Newport.....	Bellevue High School.*	F. S. Alley (supt.)	1873	2	0	27	29	0	0	3	2	0	9	0	2	200	
1927	Newport (Dayton).....	Dayton High School.....	G. W. Gurney	1889	1	2	21	37	0	0							50,000	
1928	Newport (Fort Thomas).....	HIGHLANDS High School.....	J. M. Hutchinson	1852	1	0	13	27	0	0	1	3	1	5	0	3	4	34,000
1929	Nicholasville.....	High School.....	R. G. Lowrey		1	0	18	10	0	0	3	0	10	5	3	2	3	10,000
1930	Owensboro.....	do.*	W. H. Stuart		3	6	76	100	0	0							75,000	
1931	do.....	Western High School (colored).	C. C. Monroe		2	1	15	40	0	0							300	
1932	Paducah.....	High School.....	C. A. Norvell	1895	1	3	54	107	0	0							723	
1933	do.....	Lincoln High School (colored).	Edward W. Benton		1	0	10	16	0	0							100,000	
1934	Paris.....	High School (colored).	Mrs. J. C. Graves		1	0	7	19	0	0							700	
1935	Rochester.....	High School.*	C. B. Pittman		1	0	5	3	79	58							50	
1936	Russell.....	do.*	Miss Annite M. Davidson		0	1	15	26	0	0							38	
1937	Scottsville.....	Seminary.....	John D. Spears		2	0	14	16	0	0							40	
1938	Shelbyville.....	Shelby Graded School.....	Geo. L. Sampson, A. M.		1	2	30	20	0	0	8	1	4	0	4	0	4	150

Year	Name	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900	1901	1902	1903	1904	1905	1906	1907	1908	1909	1910	1911	1912	1913	1914	1915	1916	1917	1918	1919	1920	Total			
1889	Somerset	High School	1	2	15	25	0	0	0	0	10	8	6	4	1	5	1	2	3	1,000	1,500																
1890	Upton	Uptonville Institute	2	4	42	42	0	0	0	0	0	0	0	0	4	4	4	4	4	1,000	5,000																
1941	Vanceburg	High School *	2	1	38	39	0	0	0	0	0	0	0	0	4	4	4	4	4	1,000	5,000																
1942	Vernon	do.*	1	0	12	17	36	41	3	5	7	4	4	4	4	4	4	4	4	200	3,000																
1943	Willard	Graded School	1	0	13	17	57	68	0	0	0	0	0	0	4	4	4	4	4	189	13,000																
1944	Williamstown	do.	1	1	14	14	0	0	0	0	0	0	0	0	4	4	4	4	4	431	2,550																
1945	Wingo	do.	2	1	30	35	0	0	0	0	0	0	0	0	4	4	4	4	4	431	2,550																
LOUISIANA.																																					
1946	Alexandria	High School *	2	1	23	23	0	0	0	0	0	0	0	1	0	1	0	4	100	5,000																	
1947	Armie	do.	1	1	11	18	0	0	0	0	0	0	0	0	1	0	1	4	100	3,000																	
1948	Arcadia	Graded and High School	2	0	35	40	0	0	0	0	0	0	0	0	0	0	0	4	300	3,000																	
1949	Bastrop	Morehouse High School	1	0	6	17	0	0	0	0	0	0	0	0	0	0	0	4	300	8,000																	
1950	Centerville	High School	1	0	17	13	29	37	9	6	2	3	3	3	0	0	0	4	95	2,500																	
1951	Cheneyville	do.	0	1	12	17	46	42	3	2	1	3	0	1	0	1	4	4	50	5,500																	
1952	Clifton	do.*	0	1	2	6	32	27	0	1	0	0	0	0	0	0	0	4	100	5,000																	
1953	Collins	do.*	1	0	15	10	46	52	0	0	0	0	0	0	0	0	0	4	100	5,000																	
1954	Dowdsville	do.*	1	0	5	16	0	0	0	8	5	7	3	5	2	0	0	3	40	1,400																	
1954	Fort Jesup	Sabine Central High School	2	1	14	16	46	64	6	8	2	0	1	6	1	6	3	4	40	1,400																	
1955	Franklin	St. Mary Central High School	1	1	8	13	0	0	4	2	1	0	3	5	3	2	3	4	400	10,000																	
1956	Franklin	Central High School	1	1	8	13	0	0	4	2	1	0	3	5	3	2	3	4	400	10,000																	
1957	Gibsonland	High School	0	2	5	11	46	36	0	0	0	0	0	0	0	0	0	4	350	5,000																	
1958	Grandjean	do.	1	1	12	18	38	42	2	0	0	0	0	0	2	0	2	4	40	2,000																	
1959	Hammond	High and Graded School	1	0	17	17	0	0	0	0	0	0	0	0	1	1	0	4	700	6,000																	
1960	Homer	High School	2	0	27	34	0	0	0	3	1	0	0	0	0	0	0	3	100	10,000																	
1961	Jena	Seminary	1	0	8	14	50	40	0	0	0	0	0	0	0	0	0	3	50	2,000																	
1962	Lafayette	S. W. La. Industrial Institute	3	3	95	50	0	0	2	0	2	1	1	1	0	0	0	4	600	150,000																	
1963	Lake Charles	Central High School	4	3	54	68	0	0	0	0	0	0	0	0	3	6	6	4	1,581	3,000																	
1964	Logansport	High School	1	0	15	30	0	0	0	0	0	0	0	0	0	0	0	4	119	3,000																	
1965	Mansfield	do.	1	3	14	28	0	0	0	0	0	0	0	0	2	6	6	4	300	600																	
1966	Many	do.	1	1	16	13	24	30	0	0	0	0	0	0	0	0	0	4	800	70,000																	
1967	Monroe	do.*	1	4	17	45	0	0	0	0	0	0	0	0	1	3	1	0	4	800	70,000																
1968	Montgomery	High School	0	1	5	4	33	38	4	4	0	0	0	0	0	0	0	2	2,000	2,000																	
1969	Napoleonville	do.	1	1	20	52	65	0	0	0	0	0	0	0	5	3	2	4	1,000	30,000																	
1970	New Iberia	do.	2	1	22	46	0	0	0	0	0	0	0	0	2	3	2	4	1,000	30,000																	
1971	New Orleans	McDonogh High School	12	1	279	0	0	0	0	0	0	0	0	0	40	0	0	3	2,000	2,000																	
1971	New Orleans	No. 1, Boys.*	12	1	279	0	0	0	0	0	0	0	0	0	40	0	0	3	2,000	2,000																	
1972	do.	McDonogh High School	0	17	0	429	0	0	0	0	0	0	0	0	86	0	20	3	1,166	1,166																	
1972	do.	No. 2, Girls.	0	13	0	253	0	0	0	0	0	0	0	0	63	0	0	3	1,700	35,000																	
1973	do.	McDonogh High School	0	13	0	253	0	0	0	0	0	0	0	0	63	0	0	3	1,700	35,000																	
1974	do.	No. 3, Girls.	0	13	0	253	0	0	0	0	0	0	0	0	63	0	0	3	1,700	35,000																	
1974	do.	A. and M. College High School (colored).	3	2	29	50	0	0	0	0	0	0	0	0	0	0	0	4	4,189	65,625																	
1974	do.	Southern University and A. and M. College High School (colored).	3	2	29	50	0	0	0	0	0	0	0	0	0	0	0	4	4,189	65,625																	
1975	Opelousas	St. Landry High School	2	3	24	41	0	0	0	0	0	0	0	0	6	13	4	7	1,000	8,000																	
1976	Patterson	High School	1	1	7	12	0	0	0	0	0	0	0	0	1	1	2	1	400	7,000																	
1977	Plaquemine	do.	1	2	15	35	60	15	0	0	0	0	0	0	35	60	15	4	200	400																	
1978	Rayville	do.	1	0	9	10	37	48	2	2	2	2	2	2	9	10	37	48	4	400	1,200																

*Statistics of 1900-1901.

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Students.								Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.						
				Second-ary in-struct-ors.		Second-ary stu-dents.		Ele-men-tary stu-dents.		Prepar-ing for col-lege.						Col-lege pre-pa-ri-ation stu-dents in the class that gradu-ated in 1902.					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
LOUISIANA—cont'd.																					
1979	Robeline			1	1	18	10	20	20	3	4	4	4	0	1	0	1	4		400	\$5,000
1980	Ruston		1892	1	1	7	27	0	0									2		50	8,000
1981	do.		1894	14	8	319	215	0	0					3	3			4	1,400	75,000	
1982	St. Francisville			1	0	9	43	35	0					2	4	1	0	3		125	2,000
1983	Shreveport		1892	4	1	42	85	0	0	5	10	2	4	2	5	1	4	3		500	500
1984	Vidalia		1892	0	2	5	11	24	30					0	0	2		4		100	3,550
1985	Washington		1900	1	0	12	18	0	0	1	0			1	1	1	0	4		300	3,500
1986	Whinnboro		1895	1	0	12	18	53	47					1	1	1	0	3		100	3,000
MAINE.																					
1987	Addison		1890	1	1	16	15	0	0									4		100	1,000
1988	Alfred		1862	0	1	4	16	0	0									4		500	2,000
1989	Andover			0	1	18	24	23	45	2	1			3	5	2	1	4		49	1,500
1990	Anson			1	0	12	15	0	0	1	1							4		100	10,000
1991	Ashland		1899	1	1	19	21	21	37					1	8			4		100	10,000
1992	Augusta			2	5	58	93	0	0	10	3	1	0	13	18			4		650	25,000
1993	Bangor		1850	5	11	106	260	0	0	25	5	20	20	10	41	6	10	4	90	500	40,000
1994	Bar Harbor			1	3	22	30	0	0	3	4	0	0	2	3	1	2	4		150	10,000
1995	Baring			1	0	10	9	9	5	1	0	4	0	1	1	1	1	4		3,000	3,000
1996	Bath			4	4	83	128	0	0	26	6	0	0	9	24	5	1	4		900	25,000
1997	Bellast			1	3	40	61	0	0	1	3	2	0	7	11	1	1	4		35	1,100
1998	Berry Mills			1	0	3	4	14	4									4			

1999	Berwick	Sullivan High School	E. L. Haynes	1848	1	1	20	37	0	0	0	9	10	6	0	3	13	0	3	4	50	15,000
2000	Biddeford	High School	Harry H. Bumpham	1848	2	3	54	97	0	0	0	8	3	6	0	12	24	4	2	4	800	50,000
2001	Bingham	do.*	Miss Bertha M. Pitts	1880	0	1	0	11	13	17	18	0	0	0	0	3	1	0	0	2	100	6,000
2002	Bowdoin	do.	L. W. Blanchard	1880	1	0	12	24	0	0	0	7	6	0	8	6	3	2	4	0	60	3,000
2003	Bowdoinham	do.	Ernest L. Palmer, A. B.	1882	1	1	24	25	0	0	22	4	0	0	3	7	0	2	4	0	130	6,000
2004	Brewer	do.	H. M. Bisbee	1882	2	1	38	50	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2005	Bridgewater Cen- to Bridgewater High School	do.	W. P. Vining	1872	1	0	31	22	0	0	0	3	2	0	0	0	0	0	0	0	0	0
2006	Bridgton	High School	Charles T. Stone	1872	1	2	29	47	0	0	0	4	4	3	0	5	5	3	2	4	400	0
2007	Brooklin	do.	Robert Cathron	1872	1	0	21	42	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2008	Brooks	do.	O. E. Honey	1872	0	0	24	40	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2009	Brunswick	do.*	Charles Fish	1872	2	3	41	45	0	0	0	21	6	2	0	9	11	5	0	4	300	40,000
2010	Buckfield	do.*	Fred A. Robinson	1872	1	0	7	10	14	0	0	0	0	0	0	0	0	0	0	0	0	0
2011	Buxton Center	Buxton High School	J. M. Hill	1890	1	1	12	26	0	0	0	0	0	0	2	7	0	0	0	0	0	0
2012	Cataw	High School	Heberts Philbrick, A. B.	1890	3	2	50	83	0	0	0	8	12	0	0	11	4	3	0	0	130	6,000
2013	Camden	Megunticook High School	Edward S. Lovejoy	1892	1	2	31	32	0	0	0	4	6	6	8	7	5	2	2	4	100	11,000
2014	Canada	High School	Henry Taylor	1892	1	0	5	23	0	0	0	0	0	0	0	0	0	0	0	0	105	4,000
2015	Caribou	do.	F. M. Allen	1896	1	2	32	18	21	0	0	4	6	4	20	3	6	2	0	4	270	20,000
2016	Castine	do.	W. P. Hamilton	1896	1	2	25	59	0	0	0	0	0	0	0	0	0	0	0	0	75	3,000
2017	Cherryfield	do.	John L. Hooper	1890	1	0	10	16	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2018	China	Academy	Thomas C. Tooker	1828	1	1	34	53	0	0	12	10	1	0	5	2	4	5	4	4	200	10,000
2019	Columbia Falls	High School*	Miss Olive A. Gould	1890	1	0	7	8	15	0	0	0	0	0	0	0	0	0	0	0	150	2,000
2020	Columbia Falls	Longfellow High School	Alvin N. Randall	1890	1	0	7	6	8	9	0	0	0	0	0	0	0	0	0	0	0	0
2021	Corinna	Union Academy	F. W. Halliday	1890	1	1	25	50	0	0	4	6	0	0	0	0	0	0	0	0	50	3,000
2022	Cornish	High School	Stephen Rounds, A. B.	1891	1	1	12	14	0	0	0	0	0	0	1	0	1	0	4	4	20	7,000
1023	Danforth	do.	Walter L. Sanborn	1891	1	1	17	38	0	0	0	0	0	0	1	8	0	1	4	4	20	1,500
2024	Deer Isle	McKnahey High School*	John F. Brackett, A. B.	1898	1	0	16	16	0	0	2	1	1	0	0	0	0	0	0	0	0	0
2025	Dennysville	High School	L. E. Williams	1898	1	0	10	9	20	21	0	0	1	1	0	0	0	0	0	0	100	10,000
2026	Dexter	do.	W. S. Brown	1873	1	2	38	46	0	0	2	4	4	0	6	8	2	3	4	4	150	4,000
2027	Dixmont	do.	W. E. Craig	1901	4	0	45	35	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2028	Dover	do.	Whitney J. Rideout	1882	1	1	17	23	38	41	0	0	0	0	1	6	2	3	4	4	0	0
2029	East Corinth	Academy	Francis E. Russell	1882	1	1	30	31	0	0	2	2	1	0	2	2	0	0	0	0	0	0
2030	Eastport	Boynton High School	Harry E. Bryant, A. B.	1901	1	3	35	68	0	0	0	7	8	0	7	14	3	7	4	4	25	4,000
2031	Eliot	High School	Wales R. Bartlett	1901	1	0	14	13	0	0	0	0	0	0	0	0	0	0	0	0	276	5,000
2032	Ellsworth	do.	W. H. Dresser	1873	2	2	48	72	0	0	3	3	5	0	9	12	5	2	4	4	150	4,000
2033	Exeter	do.	J. A. Barton	1873	1	0	10	15	4	5	0	0	0	0	0	0	0	0	0	0	0	0
2034	Fairfield	do.	W. F. Kenrick	1873	1	1	22	38	0	0	2	1	1	0	2	5	1	1	4	4	300	6,000
2035	Farmington	do.	Chas. M. Pennell	1890	1	3	64	62	0	0	20	4	0	6	7	4	0	4	0	4	200	12,000
2036	Fort Fairfield	do.	Fred. C. Mitchell	1890	1	2	60	86	0	0	0	0	0	13	5	4	10	3	3	4	100	8,500
2037	Freeport	do.	Will O. Heese, A. B.	1873	1	2	31	46	0	0	5	1	1	0	3	4	3	1	4	4	540	10,000
2038	Friendship	do.	Miss Alice G. Dyer	1851	0	1	10	7	14	8	1	2	0	0	4	7	1	2	4	4	86	1,500
2039	Gardiner	do.	Wm. L. Poyers, A. M.	1851	2	2	10	10	0	0	13	7	8	2	1	9	13	7	1	4	200	20,000
2040	Garland	do.	Clarence E. Eaton	1873	1	0	11	20	0	0	0	0	0	0	0	0	0	0	0	0	15	500
2041	Georgetown	do.*	Miss Hayes	1873	0	1	0	12	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2042	Gorham	do.	Leon O. Glover, A. M.	1892	1	1	36	38	0	0	4	4	2	1	0	9	6	4	4	4	210	16,500
2043	Guilford	do.	C. F. Leadbetter, A. M.	1886	1	1	27	29	0	0	2	1	2	0	0	9	4	2	1	4	750	12,000
2044	Hallowell	do.	Clarence W. Stowell	1902	1	2	37	29	0	0	1	4	2	0	1	12	0	2	4	4	250	3,000
2045	Harmony	do.	J. E. Lombard	1902	1	0	8	10	21	3	0	0	0	0	0	0	0	0	0	0	0	0
2046	Hodgdon	do.	Fred. W. Burritt, A. B.	1899	1	0	8	10	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2047	Houlton	do.	S. L. Merriman	1892	1	3	45	69	0	0	0	0	0	0	2	9	2	3	4	4	75	0
2048	Island Falls	do.	S. L. Merriman	1892	1	0	17	22	8	3	0	0	0	0	0	0	0	0	0	0	0	0

* Statistics of 1900-1901.

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Second-ary in-struct-ors.		Ele-ment-ary stu-dents.		Prepar-ing for college.				College prepar-atory stu-dents in the class gradu-ated in 1902.		Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.					
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.									
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
MAINE—cont'd.																						
2049	Jonesport			1	1	27	0	0	1	3	5	8	3	1	3	1	4	30		\$1,000		
2050	Kenduskeag	James D. Murphy	1893	1	0	4	12	9	5	4	2	2	0	1	1	3	3		1,200			
2051	Kennebunk	Walter M. Oakman		1	1	34	46	0	0	4	2	0	1	1	1	3	3	40		10,000		
2052	Kennebunkport	Melville C. Freeman	1891	1	0	15	0	0	0	2	0	1	0	1	2	0	2		5,030			
2053	Kittery	H. F. Marston	1870	1	1	35	20	0	0	2	3	3	3	3	3	3	4	40		2,000		
2054	Lagrange	J. Wilson Hobbs		0	1	3	6	10	12	0	0	0	0	0	0	0	0					
2055	Leviston	Miss Isabel Jordan		2	5	103	139	0	0	24	32	3	3	10	21	8	10	4	1,000			
2056	Lexington	John M. Nichols		0	1	9	10	0	0	0	0	0	0	0	0	0	0					
2057	Liberty	Miss Lettice B. Allbee	1899	0	1	20	24	4	3	0	0	0	0	0	0	0	0					
2058	Limerick	Miss Lettice B. Allbee	1895	0	1	18	20	2	2	3	5	0	1	4	5	2	1	4	100	2,500		
2059	Limestone	Wm. A. Barthorne	1867	1	0	3	8	22	17	0	0	0	0	0	0	0	0	50		2,000		
2060	Lisbon	W. O. Chase		1	1	20	40	0	0	0	1	6	3	4	6	3	0	4	70	2,000		
2061	Lisbon Falls	William F. Miner, A. B.		1	1	12	11	0	0	0	6	5	0	0	1	0	4	25	5,000			
2062	Livermore Falls	Irving Foss		1	2	25	27	0	0	4	6	4	4	3	4	1	0	25	7,000			
2063	Lubec	Leander H. Moulton		1	2	25	45	0	0	4	6	4	4	5	0	2	4	500	25,000			
2064	Machias	J. M. Pike	1860	1	1	12	21	0	1	4	4	4	4	0	3	0	2	200	6,500			
2065	Machias	Oscar C. Merrill		1	1	28	49	0	0	0	0	0	0	3	4	0	1	450	6,500			
2066	Mattawamkeag	D. Lyman Wormwood		1	1	0	2	8	13	13	13	13	13	2	3	2	1	4	30	2,000		
2067	Mechanic Falls	Chas. Robbins	1898	1	1	11	25	0	0	5	9	1	0	2	3	2	1	4	175	5,000		
2068	Millbridge	Harry E. Walker	1893	1	0	20	33	0	0	0	0	0	0	2	1	1	0	4	50	2,000		
2069	Milo	Arthur W. Lowe	1833	1	1	14	20	9	9	0	1	0	0	4	2	0	4	289	8,000			
2070	Mount Desert	Ernest J. Smith		1	1	0	5	7	0	0	0	0	0	0	0	0	0	4		5,000		
2071	Newfield	Everett W. Ober	1890	1	1	11	13	12	16	0	0	0	0	1	1	1	4	4		5,000		
2072	Newport	Miss Mae Johnson		1	0	18	22	22	25	4	6	6	6	0	1	1	4	125		8,000		

2073	New Portland.....	do.	1880	Miss Alma N. Burbank.....	1	1	12	13	2	10	4	2	1	3	3	500	2,000	
2074	New Vineyard.....	do.*		J. A. Burton.....	1	0	6	14	14	13					4	500	2,000	
2075	North Berwick.....	do.		J. W. Stone, A. B.....	1	0	14	25	0	0	1	1			4	500	2,000	
2076	North Livermore.....	do.*		H. A. Blake.....	1	0	4	7	16	18					4	25		
2077	Norway.....	do.		A. M. Rollins.....	2	1	64	58	0	0	7	3	0		4	300	12,000	
2078	Oakland.....	do.*		Frederic L. Toppley.....	1	0	23	25	0	0	2	5	2		4	100	2,400	
2079	Old Orchard.....	do.		Edward W. Wright, A. M.....	1	0	8	60	0	0	5	3	0		3	200	5,000	
2080	Oldtown.....	do.*	1851	Harry T. Watkins.....	1	0	23	60	0	0	5	3	6	24	4	200	5,000	
2081	Orono.....	do.		Nathan R. Smith.....	1	1	12	55	0	0	0	1	3	0	4	30	3,000	
2082	Oxford.....	do.*		Albert D. True, A. B.....	1	1	12	14	10	9					4	80	3,000	
2083	Pembroke.....	do.*		Miss Kate H. Falcangall.....	0	2	16	32	2	4					4	25	10,000	
2084	Phillips.....	do.*	1863	F. S. Stenilton.....	7	13	27	27	0	0	4	6			4	2,100	100,000	
2085	Portland.....	do.*		Alfred E. Chasno.....	1	2	42	282	0	0	43	10			4	113	50	
2086	Presque Isle.....	do.*	1875	J. E. Roberts, B. A.....	1	1	14	18	0	0	6	3	6	0	4	500	5,000	
2087	Princeton.....	do.		James L. Thompson, Jr.....	1	1	23	58	0	0	4	1			3	500	1,300	
2088	Richmond.....	do.		J. A. Puffer.....	2	3	70	102	0	0					3	300	16,000	
2089	Rockland.....	do.		L. E. Moulton.....	1	1	18	14	1	0	4	1	5	0	4	400	15,000	
2090	Rockport.....	do.	1891	A. H. Page.....	1	2	22	42	0	0	1	1	1	1	4	21	8,000	
2091	Rumford Falls.....	do.	1887	C. Wilbur Cary.....	1	1	27	37	0	0	1	1	1	4	2	1,300	30,000	
2092	Sabatias.....	do.		R. W. Channell.....	1	1	11	19	0	0					2	200	2,000	
2093	St. Albans.....	do.*	1874	J. E. Briggs.....	1	1	16	30	0	0	0	5			4	200	3,500	
2094	andford.....	do.		Clifton E. Wass.....	2	0	5	13	18	20					4	100	2,000	
2095	Saugerville.....	do.	1895	A. W. Jones, A. M.....	1	0	10	15	0	0					4	114	6,000	
2096	Scarboro.....	do.	1876	L. F. Burton.....	1	1	22	14	0	0					4	200	2,000	
2097	Scarsport.....	do.		J. A. Tuttle.....	1	0	20	10	0	0					3	150	500	
2098	Shapleigh.....	do.	1890	Verdi Ludgate.....	3	2	49	61	0	0	3	2	1	0	4	500	10,000	
2099	Sherman Mills.....	do.		De Forest H. Perkins.....	2	0	14	11	12	12					4	250	3,500	
2100	Skowhegan.....	do.		B. C. Merry.....	1	1	24	33	0	0	6	17			4	200	500	
2101	South Atkinson.....	do.		L. A. Smith.....	1	2	43	54	0	0	6	5	12	10	13	7	3	5
2102	South Norridgewood.....	do.		H. R. Eaton, A. B.....	1	0	6	19	0	0					4	200	500	
2103	South Paris.....	do.		Wm. H. Crafts.....	1	0	6	9	20	19	2	0	1	0	1	2	30	4,000
2104	South Thomaston.....	do.		Frederick H. Dole.....	1	0	6	9	20	19	2	0	1	0	1	2	30	4,000
2105	South Windham.....	do.			1	0	6	9	20	19	2	0	1	0	1	2	30	4,000
2106	Sprague's Mill.....	do.	1887	H. L. Withers.....	0	1	40	33	0	0					3	120	4,800	
2107	Springfield.....	do.		A. H. Chaubourne.....	0	3	42	16	1	2	6	8	2	2	3	190	4,800	
2108	Standish.....	do.	1892	E. P. Goodwin.....	1	0	23	27	0	0	3	0			4	55	2,000	
2109	Stamington.....	do.		C. M. Peague.....	1	0	6	20	21	57					4	40	8,500	
2110	Stroud.....	do.		F. W. Dahl.....	1	0	12	12	0	0	2	0			3	40	8,500	
2111	Tenaris Harbor.....	do.		Edward M. Tucker.....	1	0	4	10	10	12					3	200	4,500	
2112	Thomaston.....	do.	1860	John A. Cole.....	1	1	18	42	0	0	1	3			4	155	10,000	
2113	Topsham.....	do.	1875	Albert S. Dow.....	1	0	8	10	12	16					4	500	13,000	
2114	Tremont.....	do.*		Clarence A. Ross, A. B.....	1	4	40	52	10	12	6	7	5	0	10	7	2	0
2115	Union.....	do.*	1874	Lehard M. Russell.....	1	1	27	30	0	0					4	180	1,500	
2116	Vanceboro.....	do.*		H. E. Mitchell.....	0	1	3	13	0	0					4	20	10,000	
2117	Vinehaven.....	do.		Miss Nellie B. Michels.....	1	1	8	27	0	0	2	4	1	0	2	200	2,000	
2118	Waldoboro.....	do.*		H. H. Pondall.....	2	0	22	38	0	0					4	300	10,000	
2119	Warren.....	do.		Parker T. Pearson, A. B.....	1	1	25	26	0	0	3	3	0	2	4	300	10,000	
2120	Waterboro Center.....	do.	1887	Chas. L. Clement, A. B.....	2	0	14	24	0	0					4	225		

* Statistics of 1900-1901.

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2—Continued.

2122 2123 2124 2125 2126 2127 2128 2129 2130 2131	Static and post-office.	1	2	3	Principal.	Date of establishment.	Second-ary in-struct-ors.		Second-ary stu-dents.		Preparing for college.				College prepar-atory stu-dents in the class that gradu-ated in 1902.		Length of course in years.	19 20	Number in military drill.	21	Value of grounds, buildings, furni-ture, and scientific apparatus.					
							Male.	Female.	Male.	Female.	Classic-al course.		Scien-tific courses.		Male.	Female.						Male.	Female.			
											Male.	Female.	Male.	Female.										Male.	Female.	
MAINE—cont'd.																										
2122	Waterville						4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
2123	Wells				John E. Nelson		2	4	64	65	0	0	0	0	0	0	0	13	19	10	6	4		500	\$20,000	
2124	Westbrook				George F. Parsons	1900	1	1	8	24	0	0	0	0	0	0	0	0	10	5	4	4		65	5,000	
2125	West Buxton				W. B. Andrews		2	3	58	62	0	0	0	18	15	0	0	0	3	3	0	4		150	0	
2126	Windham Center				L. M. Harmon		1	0	27	18	0	0	0	0	0	0	0	4	6	0	0	4		55	0	
2127	Winslow				Clarence W. Proctor	1902	1	1	22	20	0	0	0	0	0	0	0	0	0	0	0	4		700	0	
2128	Winthrop				A. B.		1	0	19	8	0	0	0	0	0	0	0	0	0	0	0	4		30	1,000	
2129	Wisconsin				Alfred S. Goody		1	1	20	26	0	0	0	0	0	2	0	0	9	1	2	0	4		150	2,500
2130	Woodford				Guy E. Healey	1877	1	2	36	41	0	0	0	2	2	0	0	0	2	1	0	4		150	5,000	
2131	York				Chas. S. Sewall, A. B.	1876	2	8	80	97	0	0	0	14	22	10	10	11	16	7	5	4	20		850	65,000
					Guy Howard	1892	1	1	30	40	0	0	0	1	0	2	0	1	1	9	0	4			26,000	
MARYLAND.																										
2132	Baltimore				Francis A. Soper	1839	21	0	663	0	0	0	0	0	0	0	0	33	0	12	0	5		8,000	280,000	
2133	do				Wm. R. King, U. S. Navy	1884	13	0	210	0	40	0	0	0	0	29	0	29	0	29	0	4		2,000	100,500	
2134	do				Hugh M. Browne	1885	8	4	60	128	47	18	0	0	0	0	0	4	19	0	0	4		350	0	
2135	do				W. Robinson Ryan		3	0	60	0	33	0	0	0	0	0	0	7	0	0	0	3			0	
2136	do				William F. Wardenburg	1844	2	15	0	386	0	0	0	0	0	3	0	0	0	52	0	3	4		400	0

2137	.....do	Western Female High School, Academy and Graded School *	1848	1	21	0	702	0	0	0	0	97	4	30	799
2138	Belair	Henry S. West, Ph. D. W. D. Maynard	1841	2	3	30	30	85	95	0	0	1	6	1	300
2139	Boonsboro	Graded School		1	0	17	20	0	0	0	0	1	6	0	95
2140	Cambridge	Female Seminary		3	1	36	67	0	0	0	0	3	6	0	487
2141	Centerville	High School *		1	1	13	10	29	53	0	0	1	0	0	250
2142	Chesapeake City	do *		1	1	19	14	107	101	3	0	1	2	0	50
2143	Cleaspring	Tower Hill Academy		1	1	25	32	45	40	0	0	1	5	0	125
2144	Cumberland	Allegheny County High School		2	2	26	49	0	0	1	1	4	0	0	1,300
2145	Darlington	Academy and High School	1841	1	1	5	12	0	0	0	0	1	0	0	300
2146	Denton	Caroline High School	1891	2	2	29	52	11	8	8	9	6	7	5	1,000
2147	East Newmarket	High School		1	0	16	27	50	33	0	4	0	4	0	130
2148	Easton	High and Manual Training School		2	1	30	60	0	0	0	0	2	4	0	300
2149	Elkton	Cecil County High School	1896	3	3	51	75	0	0	0	0	5	14	0	300
2150	Ellicott City	High School		1	0	17	8	0	0	0	0	0	0	0	300
2151	Foresthill	Graded School *		0	1	16	15	23	23	0	0	0	0	0	300
2152	Fredrick	Girls' High School	1889	0	4	0	48	0	0	0	2	0	12	0	250
2153	do	Male High School	1891	2	1	45	0	0	0	20	0	9	0	3	500
2154	Frosburg	Beall High School *		1	1	24	40	270	350	0	2	1	3	0	200
2155	Galena	Shrewsbury Academy		1	0	2	8	32	48	0	3	0	0	0	52
2156	Hagerstown	Washington County Boys' High School	1879	2	2	51	0	0	0	5	0	17	0	3	500
2157	do	Washington County Girls' High School	1888	1	1	0	60	0	75	0	0	20	0	5	250
2158	Havre de Grace	do		3	3	20	41	0	0	0	0	3	10	0	30,000
2159	Laurel	do	1899	3	2	29	44	0	0	0	0	1	9	0	11,000
2160	Lonsdale	Central High School	1895	1	1	20	38	0	0	4	6	0	0	0	20,000
2161	Marion Station	Marion High School		1	0	17	19	46	40	1	3	0	0	0	3,000
2162	Middletown	High School	1887	1	0	17	9	0	0	0	2	0	1	0	160
2163	Northast	do		1	1	11	26	0	0	0	0	0	0	0	75
2164	Oxford	do	1876	1	3	20	20	40	35	0	0	1	1	0	100
2165	Pocomoke City	do	1878	1	1	55	71	0	0	0	0	7	0	0	6,800
2166	Preston	do	1868	2	1	16	24	39	33	0	0	1	0	0	600
2167	Princess Anne	Washington High School		2	0	25	35	0	0	0	0	1	1	0	200
2168	Rockville	High School	1872	2	1	21	39	41	36	0	0	2	0	3	300
2169	Sc. Michaels	do		2	0	17	23	0	0	0	0	0	0	0	300
2170	Salisbury	do		2	0	17	23	0	0	0	0	0	0	0	12,000
2171	Sharpsburg	do		1	0	5	13	55	55	0	0	2	0	0	15,000
2172	Smithsburg	do	1886	1	2	40	65	0	0	10	25	5	10	2	90
2173	Snowhill	do	1882	1	0	12	12	0	0	1	1	0	3	3	800
2174	Thurmont	do		1	2	18	18	16	20	0	1	1	0	0	1,800
2175	Trappe	do	1870	1	0	14	10	0	0	4	0	1	0	0	3,000
2176	Upper Fairmount	Fairmount Academy		1	0	16	0	38	0	0	0	0	0	0	50
2177	Upper Marlboro	Marlboro Academy *	1879	1	1	22	29	32	27	0	0	1	3	0	1,000
2178	Vienna	do	1883	1	0	21	30	0	0	0	0	1	3	0	1,400
2179	Westport	High School		2	0	25	33	0	0	0	0	2	3	0	19,000
2180	Williamsport	do		2	0	25	33	0	0	0	0	2	3	0	1,200

* Statistics of 1900-1901.

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Secondary instructors.		Secondary students.		Elementary students.		Students.						Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, apparatus, and scientific apparatus.		
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
MASSACHUSETTS.																					
2181	Abington.....	Henry W. Porter.....	.....	4	4	32	46	20	12	6	8	6	0	6	15	4	4	4	.....	300	\$15,000
2182	Adams.....	J. C. Hall.....	.....	3	6	59	81	0	12	0	0	0	0	2	15	4	4	4	.....	500	500
2183	Amesbury.....	Forrest Brown.....	.....	2	4	61	73	0	0	7	10	7	0	13	15	4	4	4	58	350	25,000
2184	Amherst.....	Charles W. Marshall.....	.....	2	4	57	98	0	0	11	15	5	0	.....	.....	.....	.....	.....	.....	550	14,000
2185	Arlington.....	Irwin W. Holt.....	.....	2	5	58	81	0	0	12	19	3	1	7	8	5	4	4	.....	1,200	.....
2186	Ashby.....	Miss Lucy F. Sanderson.....	.....	0	1	10	8	0	0	0	0	0	0	.....	.....	.....	.....	.....	.....	45	.....
2187	Ashfield.....	Frederick C. Hosmer.....	.....	1	1	9	20	0	0	1	4	2	1	2	1	1	0	4	.....	500	15,000
2188	Ashland.....	C. S. Braigton.....	.....	1	1	13	14	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	50	.....
2189	Ashleyfalls.....	Miss Lucy F. Sanderson.....	1895	1	1	23	19	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	60	.....
2190	Assinippi.....	Allison G. Catheron.....	1889	1	1	13	14	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	660	.....
2191	Attleboro.....	Wilbur D. Gilpatrick.....	.....	3	4	66	86	0	0	2	11	17	1	16	6	8	1	4	.....	100	5,000
2192	Avon.....	John Carroll.....	.....	1	2	32	47	0	0	4	5	2	0	3	6	3	1	4	.....	300	12,000
2193	Ayer.....	Allen C. Cummins.....	1899	1	2	32	41	0	0	3	2	2	0	2	5	1	1	4	.....	50	.....
2194	Baldwinsville.....	Clarence E. Sibley, L. B.....	1872	3	1	20	41	0	0	3	2	4	0	3	6	1	3	4	.....	200	50,000
2195	Barre.....	Chas. L. Randall.....	1860	3	1	21	32	0	0	4	4	4	0	3	4	4	4	4	.....	500	.....
2196	Belchertown.....	C. A. Guild.....	.....	1	1	24	31	0	0	1	0	1	0	4	4	3	3	4	.....	327	50,000
2197	Belmont.....	Chas. Jenney.....	.....	1	5	29	55	0	0	6	4	1	0	4	6	3	3	4	.....	6,500	.....
2198	Barnardston.....	E. E. Sawyer.....	.....	1	1	19	19	0	0	0	0	0	0	.....	.....	.....	.....	.....	.....	500	.....
2199	Beverly.....	B. Sumner Hurd.....	1858	6	8	108	188	0	0	7	17	47	81	13	24	9	5	5	.....	300	10,000
2200	Blackstone.....	Ambrose Kennedy.....	.....	1	2	25	40	0	0	3	2	2	0	2	5	1	0	4	.....	135	2,000
2201	Boston (Brighton).....	Miss Lucy E. Blake.....	1849	0	1	10	15	0	0	0	0	0	0	1	9	0	1	3	.....	80	500
2202	Boston (Brighton).....	Frederic A. Tupper.....	1841	7	10	100	200	0	0	15	25	9	0	.....	.....	.....	.....	.....	.....	175,000	.....
2203	Boston (Charlestown).....	John O. Norris.....	.....	3	11	104	263	0	0	8	14	8	6	20	78	11	8	4	100	2,300	.....

2204	Boston (Dorchest- ter).	Dorchester High School.	Chas. J. Lincoln.....	1852	9	16	259	562	0	0	0	34	48	10	0	41	80	10	20	4	240	3,000	375,000	
2205	Boston (East Bos- ton).	East Boston High School.	John F. Elliot.....	1878	6	8	129	232	0	0	0	10	11	9	0	13	34	5	1	4	98	634	325,000	
2206	Boston.....	English High School.....	John F. Casey.....	1821	25	0	805	288	a1583	a1131	0	85	0	60	0	137	0	75	0	4	700	1,500	1,000,000	
2207	do.....	Evening High School.....	Fred. A. Fernald.....	1852	25	0	385	856	0	0	0	203	0	0	0	203	0	22	4	1	6	6,000	1,246	
2208	do.....	Girls' Latin School.....	John Tenlow.....	1878	3	10	0	294	0	95	0	294	0	0	0	31	0	31	0	31	4	300	320,000	
2209	do.....	Mechanics Arts High School.....	Charles W. Parmenter.....	1883	18	3	576	0	0	0	0	0	0	0	0	55	0	50	0	4	400	5,200	400,000	
2210	do.....	Public Latin School.....	Arthur I. Fiske.....	1835	20	0	513	0	101	0	513	0	18	34	26	0	23	130	6	12	3	127	5,000	400,000
2211	Boston (Roxbury).	Roxbury High School.....	Charles M. Clay.....	1862	6	21	163	582	0	0	0	18	34	26	0	23	130	6	12	3	127	1,250	300,000	
2212	Boston (Jamaica Plain).	West Roxbury High School.....	George C. Mann.....	1862	4	8	95	228	0	0	0	15	36	0	2	15	36	0	2	4	45	1,250	300,000	
2213	Braintree.....	High School.....	Walter E. Severance.....	1858	4	4	55	89	0	0	0	2	0	0	5	5	2	0	4	3	300	39,000	39,000	
2214	Brewster.....	Highland Grammar School.....	Edwin S. Cobb.....	1866	1	1	11	9	4	12	0	5	13	4	0	6	6	2	2	4	3	1,000	30	1,000
2215	Bridgewater.....	High School.....	Edward H. Whitehill.....	1866	1	5	40	61	0	0	5	13	4	0	6	6	2	2	4	4	3	300	25,000	25,000
2216	Brookline.....	Evening High School *.....	Geo. B. Kingsbury.....	1861	1	1	13	5	a45	a60	10	0	14	23	10	0	27	51	4	4	124	460	300	12,000
2217	do.....	High School.....	Edward Parker.....	1869	7	15	268	349	0	0	0	14	23	10	0	27	51	4	4	4	19	300	12,000	
2218	Brookfield.....	do.....	Edward B. Hale.....	1869	1	1	19	16	0	0	5	2	4	2	0	2	0	2	7	4	19	300	12,000	
2219	Brookline.....	do.....	Daniel S. Sumner.....	1843	11	10	189	262	0	0	36	15	36	4	0	25	27	12	7	4	19	300	12,000	
2220	Cambridge.....	English High School.....	Ray G. Huling.....	1847	5	20	183	431	0	0	0	1	82	7	0	1	82	7	0	4	3,225	271,000	271,000	
2221	do.....	Evening High School.....	Joseph A. Coolidge.....	1847	6	3	88	39	a109	a108	0	7	7	0	0	0	0	0	0	3	3	1,000	295,350	295,350
2222	do.....	Latin School.....	Wm. J. Bradbury.....	1838	4	18	238	296	0	0	0	30	0	23	0	24	38	24	38	5	1,000	295,350	295,350	
2223	do.....	High School.....	Charles H. Morse.....	1888	12	1	255	0	0	0	0	30	0	23	0	10	0	10	0	4	4	100	5,000	5,000
2224	Canton.....	High School *.....	E. H. Brackett.....	1897	1	2	30	50	0	0	0	2	5	0	5	6	3	2	4	4	100	100	100	
2225	Carver.....	do.....	A. S. Burnham.....	1898	0	1	1	8	0	0	2	1	1	4	0	2	4	1	4	2	2	150	150	150
2226	Charlestown.....	do.....	Miss Anna K. Perkins.....	1898	1	1	20	30	0	0	3	1	1	0	3	5	1	1	4	2	4	150	150	150
2227	Chatham.....	do.....	Horatio Parker.....	1898	1	1	20	30	0	0	3	1	1	0	3	5	1	1	4	2	4	150	150	150
2228	Chelmsford.....	do.....	Clarence H. Knowlton.....	1898	1	2	21	25	0	0	7	2	3	2	3	3	3	3	3	1	4	21	25	51,700
2229	do.....	do.....	A. B.....	1846	4	14	171	261	0	0	50	70	40	3	25	46	18	12	4	120	1,000	1,000	1,000	
2230	Chelsea.....	do.....	Alton E. Briggs.....	1872	0	2	7	17	0	0	0	0	0	0	1	7	0	0	0	4	300	10,000	10,000	
2231	Cheshire.....	do.....	Miss C. M. Allen.....	1872	0	2	7	17	0	0	0	0	0	0	1	7	0	0	0	4	300	10,000	10,000	
2232	Chilmark.....	do.....	George Rugg.....	1850	1	5	63	91	0	0	15	12	8	0	14	17	8	3	9	4	350	60,000	60,000	
2233	Clinton.....	do.....	Andrew E. Ford.....	1850	3	5	101	105	0	0	0	2	3	1	4	10	3	2	4	4	300	18,000	18,000	
2234	Cohasset.....	do.....	C. F. Jacobs.....	1838	1	4	24	57	0	0	0	2	3	1	4	10	3	2	4	4	300	18,000	18,000	
2235	Concord.....	do.....	Wm. L. Eaton.....	1850	7	2	100	135	0	0	20	28	30	0	9	18	4	6	4	4	200	45,000	45,000	
2236	Conway.....	do.....	Miss Caroline L. Cobb.....	1895	0	2	9	29	0	0	0	1	0	4	0	4	0	6	5	4	100	2,000	2,000	
2237	Cortage City.....	do.....	Henry H. Harriman.....	1895	1	1	7	7	4	6	0	1	2	0	1	2	0	0	0	4	50	15,000	15,000	
2238	Dalton.....	do.....	H. M. Thayer, A. M.....	1895	1	2	32	28	0	0	0	2	4	3	1	3	3	2	2	4	300	20,000	20,000	
2239	Danvers.....	Holton High School.....	Herbert J. Chase.....	1895	1	6	87	118	0	0	3	7	6	0	10	12	9	7	4	4	800	1,000	1,000	
2240	Dartmouth.....	High School.....	Miss Annie I. Raston.....	1892	0	1	6	1	2	3	15	7	5	0	13	21	2	4	4	3	700	35,000	35,000	
2241	Deerham.....	do.....	George F. Joyce, Jr.....	1892	1	6	83	109	0	0	15	7	5	0	13	21	2	4	4	3	700	35,000	35,000	
2242	Dennis.....	Dennis * High School.....	Charles F. Leadbetter.....	1892	1	0	13	14	0	0	0	15	7	5	0	13	21	2	4	4	100	1,200	1,200	
2243	Dennisport.....	Dennis South High School.....	Eben F. Phillips.....	1890	1	0	1	8	28	0	0	0	0	0	6	10	0	0	0	3	325	6,000	6,000	
2244	Dover.....	Sanger High School.....	Miss Fannie V. Free- man, A. B.....	1890	0	1	8	11	9	4	0	0	0	0	6	10	0	0	0	3	325	6,000	6,000	
2245	East Bridgewater.....	High School.....	Ralph E. Fikes.....	1897	1	2	23	33	0	0	3	3	2	0	1	5	0	0	4	4	150	5,000	5,000	
2246	East Douglas.....	Douglas High School *.....	Geo. H. Stoddard.....	1894	1	0	16	10	0	0	3	0	0	0	1	1	0	0	0	4	175	175	175	
2247	Easthampton.....	High School.....	Alfred B. Morrill.....	1894	2	4	23	57	0	0	1	10	0	0	1	10	0	0	0	4	200	200	200	

* Statistics of 1900-1901.
 a Includes pupils of the evening high school taking commercial branches but not pursuing regular high-school studies.

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Second-ary in-struct-ors.		Second-ary stu-dents.		Elic-men-tary stu-dent.		Students.						Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furni-ture, and scientific apparatus.		
				Male.	Female.	Male.	Female.	Male.	Female.	Preparing for college.		College prepar-atory stu-dents in the class that gradu-ated in 1902.									
										Male.	Female.	Male.	Female.	Male.	Female.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
MASSACHUSETTS—continued.																					
2248	Edgartown.....			2	0	19	17	0	0	1	0			2	1	0	4		50	\$4,000	
2249	Essex.....	Arthur C. Cummings.....	1875	1	1	19	15	0	0	1	1			5	1	1	4		1,000	16,000	
2250	Everett.....	Hershel W. Lewis.....	1872	4	8	118	212	0	0	1	10	16	9	19	32	9	11	5	800	78,000	
2251	Fairhaven.....	Wilbur L. Rockwood.....	1852	1	3	27	12	0	0					5	7	2	0	4	100	8,000	
2252	Fall River.....	Charles C. Ramsay.....	1849	12	10	294	352	0	0	20	16	10	2	33	58		4	222	1,675	500,000	
2253	.....do	Everett B. Durfee.....		4	1	33	24	162	62							1	0	4		35,000
2254	Falmouth.....	Leland B. Lane.....		1	2	34	45	0	0							23	30	4	903	250,000	
2255	Fitchburg.....	George P. Hitchcock.....	1849	8	17	255	245	0	0	50	50	72	0	2	7	2	4	5	60	37,000	
2256	Foxboro.....	W. Edgar Horton.....		2	2	39	0	0	0	2	6	2	7	8	0	3	4	6	50	25,000	
2257	Frammingham.....	Alfred C. Lay.....	1851	1	2	106	136	0	0	5	6	3	0	14	20	4	5	4	50	35,000	
2258	Franklin.....	Irving H. Gamwell.....		1	6	32	68	30	25	1	2	1	0	4	10	2	2	32	500	40,000	
2259	Gardner.....	E. D. Osborne.....		2	7	81	112	0	0	3	4	11	6	13	13	3	2	4	65	387	100,000
2260	Grafton.....	Albert W. Bachelor.....	1847	4	11	153	281	0	0	23	21	16	13	22	48	6	11	147	8,700	102,000	
2261	.....do	Francis A. Smith.....	1853	2	2	43	48	0	0	4	12	3	2	5	5	1	0	4	250	2,200
2262	.....do	Mrs. Fred'k T. Sharp.....		0	1	11	11	11	8	0	0	2	3	2				4	100	100,000
2263	Great Barrington.....	George R. Pinkham.....		2	5	69	91	0	0	5	7	2	0	15	25	3	3	4	1,000	100,000	
2264	Greenfield.....	W. H. Whiting.....		2	5	76	120	0	0	9	18	2	0	8	14	3	7	4	210	41,200	
2265	Groton.....	John H. Manning.....	1858	1	2	36	40	0	0	1				6	6	0	0	4		3,000	
2266	Groveland.....	Ernest W. Butterfield.....	1876	1	1	35	33	0	0	5	2	0	2	0	2	0	2	4	200	5,000	
2267	Hardwick.....	Joseph S. Burns.....	1887	1	1	15	10	0	0	0	3	1	0	0	2	0	1	4	400	400	
2268	Harwich.....	Herman N. Knox.....	1880	1	1	16	27	0	0					5	8	1	1	4	200	5,000	
2269	Haverhill.....	Allison E. Tuttle.....	1841	6	13	252	365	0	0	60	36	40	0	34	64	21	6	4	1,200	115,000	

Year	School Name	Teacher	1872	4	49	84	0	0	5	12	1	0	6	13	2	3	4	175
2270	Hingham Center	Jacob O. Sanborn	1872	2	1	1	0	0	0	0	0	0	0	0	0	0	0	0
2271	Hinsdale High School	Geo. J. Walsh	1859	1	0	17	5	4	0	1	1	0	2	7	2	2	4	40
2272	Holbrook Summer High School	E. O. Hopkins	1859	1	1	27	35	0	0	0	0	0	0	0	0	0	0	15,000
2273	Holden High School	A. K. Learned	1880	1	1	15	18	8	13	2	5	1	3	4	1	0	1	5,184
2274	Holliston	Raymond H. Cook	1852	1	2	28	16	0	2	2	1	0	3	4	1	1	4	4,000
2275	Holyoke	Winfred C. Akers	1886	10	14	279	322	0	0	0	0	0	32	49	13	18	4	1,800
2276	Hopedale	Henry W. B. Arnold	1886	1	1	6	18	0	0	1	2	0	1	7	1	0	4	262,000
2277	Hopkinton	M. A. Supple	1851	0	5	30	38	0	0	0	2	0	1	1	0	0	4	23,000
2278	Honolonic	Miss Lillian M. Turner	1851	0	0	5	12	0	0	0	0	0	0	0	0	0	4	150,000
2279	Hubbardston	Walter B. Norris	1870	1	0	9	11	6	2	3	2	4	1	13	2	3	4	242,000
2280	Hudson	Charles A. Williams	1870	1	1	4	103	0	0	0	0	0	0	0	0	0	0	500
2281	Huntington	L. M. Drake	1900	1	1	12	20	0	0	2	3	2	4	13	2	3	4	240
2282	Hyannis	Louis M. Moody	1868	1	2	35	43	0	0	0	2	0	2	8	0	1	4	75
2283	Hydepark	Merie S. Getchell	1868	2	7	122	169	0	7	23	10	0	12	22	1	4	4	122
2284	Iniswich	John P. Marston, A. B.	1868	1	2	35	51	0	0	1	2	1	0	3	11	0	3	500
2285	Kingston	Alvan A. Kempton	1868	1	1	21	42	0	0	1	3	0	5	4	1	0	4	750
2286	Lancaster	Miss Edith J. Sweet	1867	1	2	21	39	0	0	1	3	0	4	12	1	3	4	600
2287	Lawrence	Frederic N. Chandler	1867	10	2	175	32	0	0	2	3	3	4	3	3	0	4	200
2288	Lawrence (North Andover)	Ralph L. Wiggfin	1867	1	3	28	32	0	0	2	3	3	4	3	3	0	4	30,000
2289	Lee	John D. Seacord	1851	1	2	28	53	0	0	6	7	0	5	11	2	0	4	374
2290	Leominster	Wallace E. Mason	1860	4	9	108	114	0	0	10	15	10	0	17	3	0	4	200
2291	Lexington	J. I. Buck	1860	1	3	38	67	0	0	4	7	2	2	6	11	3	4	105
2292	Littleton	Arthur C. Johnson	1860	6	2	25	27	0	0	3	7	4	1	3	1	3	4	300
2293	Lowell	Carl D. Barrit	1863	6	6	60	57	0	0	63	52	60	0	72	94	19	10	50
2294	Lowell	Cyrus W. Irish	1863	10	19	417	463	0	4	0	1	0	0	1	1	0	4	1,200
2295	Lundenberg	Frederic F. Smith	1865	1	2	6	9	5	4	0	1	0	1	1	2	1	0	30
2296	Lynn	F. H. Rodlock	1849	1	8	115	162	0	0	0	0	0	1	1	2	4	4	100
2297	Lynn	Eugene D. Russell	1849	3	10	221	315	0	0	0	0	0	10	2	57	70	5	500
2298	Malden	Charles S. Jackson	1857	8	13	241	364	0	0	96	94	69	0	20	46	7	13	4,700
2299	Manchester	John W. Hutchins	1857	8	13	241	364	0	0	96	94	69	0	20	46	7	13	4,700
2300	Manchester	George W. Stone	1890	1	2	26	39	0	0	5	4	0	6	10	0	2	4	300
2301	Mansfield	W. F. O'Connor	1890	1	8	75	100	0	0	7	20	40	6	13	1	0	4	50
2302	Marblehead	Joel W. Reynolds	1890	2	4	43	70	0	0	5	4	0	3	4	1	3	4	200
2303	Marlboro	Charles R. Copeland	1890	1	8	75	100	0	0	7	20	40	6	13	1	0	4	800
2304	Marshall	Geo. W. Morris	1875	1	1	18	32	0	0	4	6	3	0	6	0	5	4	150
2305	Mattapoisett	J. Henry White	1875	1	2	25	35	0	9	4	6	3	0	6	0	5	4	70
2306	Maynard	Clarence H. Jones	1885	9	8	228	285	0	0	25	32	42	0	20	13	5	2	30
2307	Medford	Lorin L. Dame	1881	7	7	123	173	0	0	1	8	3	0	9	1	3	1	800
2308	Medford	Willard J. Fisher	1881	7	7	123	173	0	0	34	62	24	0	14	28	10	14	75
2309	Medway	Wm. C. Whiting	1881	1	0	14	14	0	0	1	1	0	2	3	1	1	4	1,100
2310	Melrose	W. G. Park	1881	1	0	14	14	0	0	1	1	0	2	3	1	1	4	60
2311	Mendon	Charles W. Curtis	1881	1	2	35	47	0	0	3	3	3	0	5	8	1	2	50
2312	Merrimac	Caleb A. Page	1881	1	4	40	66	0	0	10	12	4	0	4	9	2	3	70
2313	Methuen	Walter Sampson	1850	2	2	43	104	0	0	8	19	5	0	2	15	1	3	280
2314	Middleboro	Ivory F. Frisbee	1851	2	5	41	78	0	0	5	4	28	50	9	2	0	4	500
2315	Milford	John F. Roache	1886	1	1	2	9	15	20	2	7	7	0	5	12	2	1	350
2316	Millbury	Miss Lillian E. Schaller	1886	1	1	2	9	15	20	2	7	7	0	5	12	2	1	92
2317	Mills	Emory L. Mead	1866	4	8	61	85	0	0	3	2	12	10	6	10	4	3	8,000
2318	Milton	Miss Eva L. Tower	1880	0	4	33	28	0	0	3	4	4	5	4	0	1	4	1,000
2319	Montague	Center High School	1880	0	4	33	28	0	0	3	4	4	5	4	0	1	4	250,000

* Statistics of 1900-1901. † Includes pupils of the evening high school taking certain commercial branches, but not pursuing regular high-school studies.

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Secondary instructors.		Students.						Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.				
				Preparing for college.		Elementary students.		Classic course.		Scientific courses.						Graduates in 1902.		College preparatory students in class that graduated in 1902.	
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					Male.	Female.	Male.	Female.
MASSACHUSETTS—continued.																			
2290 Nahant.....	High School.....	O. A. Tuttle.....	1875	1	1	4	6	0	0	2	1	1	0	0	3	4	4	50	\$20,000
2321 Natick.....	do.....	Horace W. Rice, A. M.		2	8	117	174	0	0	9	18	9	0	14	31	4	4	100	25,000
2322 Needham.....	do.....	Harold W. Loker.....		1	2	33	37	0	0	6	7	5	0	6	3	0	4	100	45,000
2323 New Bedford.....	do.....	Wilson R. Butler, A. M.	1827	7	11	190	288	0	0	3	3	4	0	15	36	14	5	10,500	137,200
2324 Newburyport.....	High and Pumas School.	Walter E. Andrews.....	1764	3	1	136	123	0	0	31	31	34	0	13	17	8	2	600	40,000
2325 New Salem.....	Academy *.....	E. L. Adams.....		1	1	16	16	0	0	3	2	0	4	7	1	1	4	200	5,000
2326 Newtonville.....	Newton High School.....	Epoch C. Adams.....	1859	6	21	367	415	0	0	157	188	89	1	58	57	22	25	2,200	297,000
2327 Norfolk.....	High School.....	Miss Bertha M. Shepard	1893	0	1	6	10	3	9	.....	.....	.....	.....	.....	.....	.....	.....	1,500	5,000
2328 North Adams.....	Drury High School.....	Herbert H. Gadsby, Ph. D.		4	6	99	133	0	0	20	18	.....	.....	12	13	11	3	2,000	45,000
2329 Northampton.....	High School *.....	Clarence B. Roote.....		3	9	105	175	0	0	.....	.....	.....	.....	11	17	4	6	175	.....
2330 North Attleboro.....	do.....	James W. Brahat.....	1867	3	3	53	65	0	0	1	5	11	0	7	8	4	1	700	15,000
2331 Northboro.....	do.....	C. L. Judkins.....	1880	1	1	19	19	0	0	5	2	0	4	0	4	0	2	100	5,000
2332 North Brookfield.....	do.....	Charles N. Perkins, A. M.	1851	1	2	24	38	0	0	3	5	8	1	5	10	3	6	200	15,000
2333 North Chelmsford.....	do.....	Purvey F. Parsons.....		0	1	5	11	2	42	0	1	0	3	0	.....	.....	.....	75	13,150
2334 North Dartmouth.....	do *.....	Miss Alice G. Porter.....		1	1	5	2	42	43	.....	.....	.....	.....	.....	.....	.....	.....	165	.....
2335 North Easton.....	Oliver Ames High School *.....	M. C. Lampany.....		3	3	47	70	6	6	2	4	2	0	4	10	1	0	100	75,000
2336 North Reading.....	High Grammar School.....	Miss Clara E. Holden.....	1885	0	1	4	51	6	6	3	10	3	3	2	12	1	3	200	40,000
2337 Norwood.....	High School.....	N. A. Currier.....		1	4	84	51	0	0	3	3	2	1	5	14	4	12	300	20,000
2338 Orange.....	do.....	Charles L. Curtis.....		1	1	21	24	0	0	3	3	2	1	4	6	.....	.....	1,354	.....
2339 Orleans.....	do *.....	P. E. Snoborn.....		1	1	52	78	0	0	3	3	2	1	5	14	4	12	250	5,000
2340 Oxford.....	do.....	W. R. Fletcher.....	1855	1	1	20	33	12	10	1	0	.....	.....	4	5	.....	.....	500	5,000
2341 Palmer.....	do.....	A. C. Thompson.....	1851	1	5	25	48	0	0	6	6	.....	.....	6	3	2	1	500	25,000
2342 Peabody.....	do.....	Willard W. Woodman.....		3	5	89	114	0	0	12	17	.....	.....	8	22	3	5	150	.....

2343	Pembroke	Leonard G. Ewell	1891	1	0	4	12	4	7	0	2	4	4	1,500
2344	Pittsfield	Charles A. Wyman	1866	5	1	14	169	0	0	14	12	15	3	200,000
2345	Plainville	Frank H. Wilkins	.....	1	1	20	22	0	0	0	5	4	1	800
2346	Plymouth	Geo. F. Kenney	.....	1	5	66	73	0	0	4	1	7	6	500
2347	Princeton	Miss Mabel S. Garcelon	1892	0	2	12	11	8	2	0	2	1	0	75
2348	Provincetown	Ira A. Jenkins, A. M.	.....	1	2	14	37	0	0	1	0	4	5	100
2349	Quincy	Charles F. Harper	.....	5	11	233	318	0	0	23	46	14	2	300
2350	Stetson High School *	F. E. Chapin	.....	2	5	47	66	0	0	1	1	0	5	20,000
2351	High School *	F. E. Whittemore	.....	2	5	62	104	0	0	2	5	25	0	153
2352	Revere	Frank P. Morse	1401	1	22	28	0	0	0	3	3	0	4	313
2353	Rockland	Theodore P. Farr	1850	2	5	60	56	0	0	9	5	1	4	100
2354	Rockport	Wm. A. Woodward	1849	1	2	39	50	6	8	.....	10	15	8	20,000
2355	Rutland	Frank P. Ayer, A. B.	.....	1	1	9	15	11	4	.....	1	3	.....	300
2356	Salem	Frank M. Collesler, A. M.	1856	8	10	223	245	0	0	48	54	36	8	1,800
2357	Sandwich	High School	.....	1	3	45	58	0	0	.....	1	0	0	3,500
2358	Saugus	G. H. D. L'Amoureux	1875	1	3	45	15	0	0	23	25	5	0	40,000
2359	Scituate	Norris E. Adams	.....	1	1	34	39	0	0	.....	3	5	2	300
2360	Sharon	Chas. P. Dennison	.....	1	1	12	12	0	0	2	0	.....	3	75
2361	Shelfield	James N. Pringle	.....	1	0	9	16	0	0	.....	4	6	.....	100
2362	Shelburne Falls	W. K. Leav, A. B.	.....	1	0	49	60	0	0	4	7	2	7	100
2363	Shrewsbury	Charles A. Holbrook	1880	2	6	49	60	0	0	.....	7	.....	.....	400
2364	Shrewsbury	Miss Caroline I. Doane	1887	10	24	316	519	9	9	0	3	.....	1	28,500
2365	.....do	Charles T. C. Whitcomb	1852	4	6	157	175	0	0	19	11	69	0	1,478
2366	South Acton	George L. Baxter	.....	1	1	9	20	0	0	.....	2	35	21	200,000
2367	Southboro	Archer L. Faxon	1882	1	2	23	23	0	0	1	2	0	1	150
2368	Southbridge	James A. Lobbau	.....	2	3	48	56	0	0	4	8	3	0	225
2369	South Dartmouth	F. E. Corbin	.....	0	1	3	8	23	13	.....	2	0	0	200
2370	South Hadley High School	Miss Harriet E. Spooner	.....	1	3	30	65	0	0	7	9	.....	4	500
2371	Spencer	Wesley S. Goodwin	1856	1	4	27	70	0	0	3	12	3	0	15,000
2372	Springfield	Clarence R. Hodgdon	1849	7	26	277	473	0	0	.....	12	16	2	200
2373	.....do	William Orr	.....	3	4	70	62	62	62	.....	3	5	5	50,000
2374	.....do	Carlos B. Ellis	1897	3	2	94	62	0	0	.....	35	0	7	1,026
2375	Sterling	Charles F. Warner	1888	7	4	70	62	0	0	.....	3	5	5	455,280
2376	Stockbridge	Arthur Bumstead	.....	1	1	11	15	3	9	0	2	1	0	976
2377	Stoneham	George W. Cox	1888	1	3	24	40	0	0	.....	1	0	0	100
2378	Stoughton	Charles J. Emerson	1855	1	4	66	88	0	0	1	3	2	2	5,000
2379	Stow	Arthur D. Arnold	1865	1	5	35	37	13	23	7	1	12	16	250
2380	Sudbury	Morton A. Sturtevant	1871	1	1	12	6	5	3	.....	4	0	3	950
2381	.....do	Edward F. Cunnningham	1892	1	1	5	15	0	0	0	2	1	0	16,000
2382	Swampscott	Miss Sarah E. Wedge	1873	0	1	13	5	0	0	.....	1	0	1	65
2383	Taunton	Harold C. Childs	.....	1	4	30	61	0	0	.....	2	2	2	100
2384	Tewksbury	David G. Miller	1888	5	7	192	252	0	0	5	3	.....	6	30,000
2385	Topsfield	Henry K. Sears	.....	1	1	21	15	0	0	.....	24	46	8	125,000
2386	Townsend	G. B. Frost	1896	1	1	11	11	0	0	.....	1	5	.....	200
2387	Turners Falls	Joseph H. Hefflon	.....	1	1	22	18	0	0	1	0	2	3	10,000
2388	Uxbridge	Lavas L. Baker	.....	1	3	25	38	10	17	1	2	5	3	150
2389	Vineyard Haven	J. D. W. Chester	.....	1	2	22	33	0	0	3	5	3	1	100
.....	.....	Arthur C. Clark, A. B.	1897	1	2	7	15	0	0	.....	1	0	2	15,700
.....	.....	.....	.....	1	2	7	15	0	0	.....	1	0	2	400

* Statistics of 1900-1901. a Includes pupils of the evening high school taking certain commercial branches, but not pursuing regular high-school studies.

TABLE 43.—Statistics of public high schools in the United States for the school year 1901-2—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Students.												Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.					
				Second-ary in-struct-ors.		Second-ary stu-dents.		Ele-men-tary stu-dents.		Prepar-ing for college.				Grad-u-ates in 1902.				College prepar-atory stu-dents in the class that grad-u-ated in 1902.		Length of course in years.	Number in military drill.	
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.			Male.	Female.			19	20	21	22
MASSACHUSETTS—continued.																						
2390	Wakefield.....			1	9	117	150	0	0	0	4	18	7	0	16	17	7	6	4	93	430	\$45,000
2391	Walden.....	Chas. H. Howe.....		3	3	40	42	0	0	0	44	89	76	0	15	19	2	2	4	.....	200	14,000
2392	Walpole.....	Leonard M. Patton.....		3	9	150	182	0	0	0	3	5	3	9	4	13	4	4	.....	450	27,650	
2393	Ware.....	Willis M. Eaton.....	1890	1	5	45	60	0	0	0	3	5	3	9	4	4	4	4	.....	350	55,000	
2394	Wareham.....	Francis M. Carroll.....	1890	1	2	25	46	0	0	0	1	0	1	0	3	6	1	0	4	.....	200	3,000
2395	Wareham.....	Marshall Wentworth.....	1870	1	2	35	57	0	0	0	1	6	2	4	4	1	2	4	.....	200	16,000	
2396	Watertown.....	Leroy S. Dewey.....	1853	3	5	64	86	0	0	0	18	9	8	0	9	14	3	1	4	.....	280	20,000
2397	Wayland.....	Frank W. Whitney.....	1853	3	5	64	86	0	0	0	18	9	8	0	9	14	3	1	4	.....	129	30,000
2398	Webster.....	Frank E. Nye.....	1865	1	4	21	36	0	0	0	4	1	2	5	10	1	6	4	.....	500	15,000	
2399	Wellesley Hills.....	Wm. A. Larkey.....	1865	1	4	21	36	0	0	0	4	1	2	5	10	1	6	4	.....	390	45,000	
2400	Wellfleet.....	Seldon L. Brown.....	1865	1	0	44	62	0	0	0	17	18	10	1	4	8	3	5	4	.....	150	20,000
2401	Westboro.....	George W. Howland.....	1880	1	1	10	14	0	0	0	9	4	0	9	0	10	0	0	4	.....	750	95,000
2402	West Boylston.....	H. C. Waldron.....	1880	1	1	10	22	0	0	0	10	17	10	2	12	25	4	2	4	.....	900	95,000
2403	Westfield.....	Edgar P. Neal.....	1855	4	2	96	145	0	0	0	10	17	10	2	12	25	4	2	4	.....	5,000	15,000
2404	West Hanover.....	H. W. Kittredge.....	1889	2	2	22	23	0	0	0	1	2	6	0	3	0	2	0	3	.....	20	20
2405	Westminster.....	R. N. Millett.....	1889	0	1	12	15	0	0	0	0	0	0	0	1	2	0	0	3	.....	20	20
2406	West Newbury.....	Mrs. Jessie L. Shepard.....	1867	1	0	5	13	0	0	0	0	0	0	0	6	6	2	2	4	.....	200	1,500
2407	Westport.....	E. G. Hapgood.....	1867	1	0	19	25	0	0	0	0	3	2	0	6	6	2	2	4	.....	250	25,000
2408	Westport.....	Charles M. Eaton, A.B.....	1867	1	0	0	5	5	4	0	0	0	0	0	6	6	2	2	4	.....	700	20,000
2409	West Springfield.....	John H. Ward, Ph. B.....	1867	3	3	65	89	0	0	0	13	15	2	0	16	18	7	3	4	.....	500	52,000
2410	Weymouth Center.....	E. J. Bugbee.....	1866	3	5	89	150	0	0	0	3	20	3	0	15	22	6	12	4	.....	370	55,000
2411	Whitinsville.....	S. A. Melcher.....	1866	1	6	44	56	0	0	0	5	8	7	0	9	9	3	3	4	.....	100	26,000
2412	Whitman.....	Dudley L. Whitmarsh.....	1875	1	1	13	19	8	10	0	5	8	3	4	5	5	2	4	3	.....	150	45,000
2413	Williamsburg.....	A. O. Caswell.....	1875	1	1	13	19	8	10	0	5	8	3	4	5	5	2	4	3	.....	150	45,000
2414	Williamstown.....	John A. DeCamp.....	1875	3	4	31	39	0	0	0	30	36	5	6	6	6	5	1	4	.....	75	45,000

2415	Wilmington	do	Francis A. Hamlin	1	11	15	0	0	1	2	11	7	0	4	100
2416	Wilmington	Murdoch School	Fred. O. Small	2	6	63	0	0	5	10	15	0	1	1,150	
2417	Wilmington	High School	Edwin N. Lovvring	3	7	109	0	0	18	17	8	1	0	6,000	
2418	Wilmington	do	Alfred W. Rogers	2	3	41	0	0	2	3	0	2	1	325	
2419	Woburn	do	L. Herbert Owen	3	10	117	0	0	0	20	43	0	0	335	
2420	Worcester	Classical High School	Edward R. Goodwin	15	12	939	0	0	29	42	12	0	42	2,342	
2421	do	English High School	Joseph Jackson	13	19	837	0	0	0	27	72	37	0	101,700	
2422	do	Evening High School	Daniel F. O'Regan	7	1	45	0	0	0	0	53	72	13	5,725	
2423	Wrentham	High School	L. V. Symonds	1	1	30	0	0	0	0	4	4	1	400	
2424	Yarmouth Port	Yarmouth High School	Edward F. Peirce	1	2	16	0	0	0	0	7	7	1	750	
MICHIGAN.															
2425	Addison	High School	M. B. Collins	1	2	18	0	0	0	0	0	0	0	287	
2426	Adrian	do, *	John W. Welch	2	6	135	0	0	2	3	18	30	17	16,211	
2427	Albion	do	Arthur L. Baker	3	1	81	0	0	0	0	0	17	8	2,000	
2428	Algonac	do	Miss Alice L. Engl.	3	3	85	0	0	0	0	0	0	0	400	
2429	Allegan	do	B. W. Brockway	1	0	10	35	30	0	0	2	6	0	500	
2430	Allen	do	W. E. Hanson	1	4	41	48	0	0	0	0	4	4	1,525	
2431	Alpena	do	E. W. Weston	1	3	20	25	0	0	2	7	0	0	800	
2432	Alpena	High School	Judson G. Pattengill	2	3	46	61	0	0	18	8	5	1	3,000	
2433	Ann Arbor	do	C. A. Croninger	10	13	327	270	0	0	2	1	4	2	8,000	
2434	Auburn	do	F. A. Jeffers	1	3	15	25	0	0	0	0	0	0	3,000	
2435	Athens	do	H. L. Reynolds	1	1	13	19	0	0	2	0	2	0	500	
2436	Aurora	do	L. G. Morell	2	0	27	36	0	0	0	0	0	0	150	
2437	Aurora	do	A. F. Doyle	1	2	31	53	0	0	3	2	6	5	5,000	
2438	Ausable	do	J. A. Thompson	1	1	16	19	51	0	0	0	4	1	500	
2439	Bad Axe	do, *	Edison V. Root	2	1	45	57	0	0	0	7	10	0	300	
2440	Bancroft	do	M. J. McKinnin	1	1	4	5	116	131	0	0	1	0	250	
2441	Bangor	do	Miss Madie A. Smith	1	1	6	9	19	7	0	0	0	1	40	
2442	Baraga	do	H. G. Nutt	4	8	146	250	0	0	0	0	28	0	17,000	
2443	Bath	do	George R. Swain	6	11	186	351	0	0	0	20	33	0	1,073	
2444	Battle Creek	High School	Miss Leola K. Mettler	1	2	19	25	0	0	1	6	3	2	5,000	
2445	Bay City	do	Miss Carrie Peckham	1	3	50	50	0	0	10	10	0	0	500	
2446	Beaumont	Champion High School	Theodore Goodfellow	1	0	5	17	28	0	0	3	11	0	200	
2447	Belding	do	C. G. Wade	1	2	24	46	0	0	1	16	3	7	400	
2448	Belle Isle	do	Gaylord Marsh	2	1	69	119	0	0	1	4	5	7	7,000	
2449	Belle Isle	do	John D. Carmody	1	1	23	20	0	0	5	8	0	0	65,000	
2450	Benton Harbor	do	Miss A. F. Oleott	3	3	20	40	0	0	7	3	6	4	500	
2451	Berrien Springs	do	J. R. Miller	1	5	49	97	0	0	0	6	10	3	10,000	
2452	Bessemer	do	E. F. Wadso	1	2	43	50	0	0	5	5	4	8	850	
2453	Big Rapids	do, *	Earl R. Rice	1	1	25	28	0	0	0	5	4	0	1,000	
2454	Birmingham	West Bristlefield High School	W. G. Kirby	1	2	28	37	0	0	0	1	2	0	350	
2455	Blissfield	High School	H. E. Bell	1	1	2	14	0	0	0	0	0	0	2,500	
2456	Bloomington	do	E. D. Watkins	1	1	39	35	0	0	5	4	5	4	1,200	
2457	Bozeman	do	A. L. Phillips	1	1	26	25	0	0	3	1	0	0	147	
2458	Bronck	Union School	V. V. Nicholson	2	0	20	25	0	0	0	2	4	1	20,000	
2459	Brooklyn	High School	Don O. Briffart	2	0	20	25	0	0	0	0	0	0	300	
2460	Buchanan	do	do	2	2	33	41	0	0	1	0	1	0	400	
2461	Buchanan	do	do	2	2	33	41	0	0	0	0	2	0	439	

* Statistics of 1900-1901. a Includes pupils of the evening high school taking certain commercial branches, but not pursuing regular high-school studies.

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Second-ary in-struct-ors.		Second-ary stu-dents.		Ele-men-tary stu-dents.		Students.						Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.		
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					Male.	Female.	Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
MICHIGAN—cont'd.																					
2462	Burroak.....	Miss Sarah Putnam.....		1	2	8	0	0	0	0	0	1	1	1	4	0	1	4	...	531	\$30,000
2463	Byron.....	A. E. Sherman.....		1	0	8	10	68	59	0	0	0	0	0	4	4	0	2	...	92	7,000
2464	Byron Center.....	J. M. Chapman.....		1	0	30	30	30	30	4	6	3	7	9	1	4	1	2	...	250	5,000
2465	Caledonia.....	L. T. Herman.....	1875	1	0	16	21	54	59	0	0	0	0	4	5	0	0	3	...	175	6,000
2466	Calumet.....	Miss Florence Sanborn.....		3	7	101	143	0	0	0	0	0	0	0	0	0	0	0	...	300	20,000
2467	Campden.....	C. L. Chamberlin, B. L.....	1901	1	0	11	15	25	28	1	1	2	0	2	1	2	0	3	...	450	4,000
2468	Carden.....	H. R. Cormish.....		1	0	17	15	42	37	0	0	0	0	0	0	0	0	3	...	150	8,000
2469	Carleton.....	Wm. Harris.....	1876	1	0	11	8	0	0	0	0	2	3	1	5	7	3	4	...	300	4,000
2470	Caro.....	H. A. Salisbury.....		2	2	51	75	0	0	0	0	0	0	0	0	0	0	3	...	1,200	30,000
2471	Carrollton.....	Jas. B. Griffin.....		1	2	3	16	0	0	0	0	0	1	5	3	4	1	4	...	100	10,250
2472	Carson City.....	Miss Alice Brown.....		1	0	25	24	15	0	0	0	1	2	3	1	1	1	2	...	964	13,000
2473	Casnovia.....	T. A. Harmon.....		1	0	12	15	43	37	0	0	3	4	3	2	3	3	4	...	200	3,500
2474	Cassopolis.....	Miss Alice Merty.....	1856	1	3	29	47	0	0	0	0	4	12	3	4	3	3	4	...	675	28,000
2475	Cedar Springs.....	Geo. F. Manning.....	1880	1	1	21	50	0	0	3	5	12	8	1	10	1	2	4	...	1,800	25,000
2476	Charlevoix.....	Miss Lillian M. Vowles.....		1	2	50	58	0	0	0	0	12	15	11	12	8	10	4	...	430	45,000
2477	Charlote.....	Harry C. W. Ryan.....	1849	3	3	87	84	0	0	1	3	3	2	7	10	3	6	4	...	5,000	45,000
2478	Chelsen.....	Miss Edith E. Shaw.....		1	2	40	47	0	0	0	0	0	0	6	8	6	5	4	...	500	12,000
2479	Chessaning.....	Miss Maude C. Harbaway.....	1869	1	2	26	46	0	0	0	0	0	0	4	7	2	4	4	...	600	20,000
2480	Clare.....	Philip A. Bennett.....		2	1	27	39	0	0	0	0	0	0	0	0	0	0	2	...	80	26,000
2481	Clarkston.....	A. T. Hagerman.....		1	1	24	26	30	39	0	0	1	0	1	4	0	1	4	...	200	8,000
2482	Clayton.....	G. W. Wisman.....		1	0	25	26	42	46	3	8	0	0	1	1	1	1	4	...	568	3,000
2483	Climax.....	A. N. DeLong.....		1	0	10	17	45	43	0	0	0	0	2	1	0	0	4	...	400	30,000
2484	Clinon.....	E. A. Wroldt.....		1	2	23	39	0	0	0	0	0	0	2	4	0	2	4	...	300	2,500
2485	Coldwater.....	M. V. Staley.....	1867	3	3	47	89	22	31	2	4	10	8	9	14	6	7	4	...	1,500	100,900

2486	Coleman	do	1882	1	14	25	11	20	0	6	0	2	2	2	1	3	4	300
2487	Coloma	do*	1882	1	0	16	19	0	0	5	4	2	2	0	1	3	290	
2488	Colton	do	1880	1	1	25	16	0	0	0	0	2	0	0	4	5,500		
2489	Concord	do	1870	1	1	10	25	38	37	0	1	3	8	0	4	250		
2490	Constance	do	1870	1	3	28	29	0	0	10	12	10	6	6	1	411		
2491	Corunna	do	1870	1	2	30	40	0	0	0	12	10	6	3	3	1,406		
2492	Croswell	do	1870	2	0	18	27	0	0	0	2	0	0	0	1	1,200		
2493	Crystal Falls	do*	1882	1	3	28	42	0	0	3	4	2	2	1	6	1	2,548	
2494	Dansville	do	1882	1	0	13	17	35	43	2	1	3	4	2	1	3	80	
2495	Deatur	do	1850	1	2	33	40	0	0	12	5	8	7	1	5	2	300	
2496	Deerfield	do	1880	1	0	14	20	0	0	0	0	0	0	0	0	3	8,000	
2497	Delray	do*	1880	1	3	12	18	0	0	0	0	0	0	0	0	4	361	
2498	Central High School	do	1847	22	38	806	1,119	0	0	37	31	200	600	41	66	27	22	210
2499	Eastern High School	do	1882	5	181	209	323	0	0	1	5	6	11	5	8	4	0	6,000
2500	Western High School	do	1888	8	19	197	323	0	0	0	0	0	0	0	0	0	0	1,450
2501	High School	do	1856	1	2	16	40	0	0	0	2	5	8	1	6	0	3	1,400
2502	Dexter	do	1856	2	0	6	11	0	0	0	0	0	0	0	0	0	0	700
2503	Dollar Bay	do	1885	1	0	5	10	68	51	0	1	0	0	0	0	0	0	4,500
2504	Douglas	do	1858	3	2	51	77	0	0	3	2	6	12	6	12	4	1	1,307
2505	Dowagiac	do	1858	1	0	17	20	33	48	0	0	0	0	0	0	0	0	325
2506	Dryden	do	1891	1	2	20	39	0	0	0	0	0	0	0	0	0	0	1,600
2507	Durand	do	1891	2	2	35	45	0	0	0	5	3	3	2	4	2	3	470
2508	East Jordan	do	1880	2	3	40	63	0	0	0	0	0	0	0	0	0	0	17,000
2509	East Tawas	do	1880	1	1	16	39	0	0	0	0	0	0	0	0	0	0	300
2510	Eaton Rapids	do	1880	1	1	28	31	0	0	0	2	2	1	1	2	4	1	400
2511	Edmore	do	1886	1	1	20	29	0	0	0	0	0	0	0	0	0	0	250
2512	Edwardsburg	do	1880	1	4	52	97	0	0	0	0	0	0	0	0	0	0	7,000
2513	Elk Rapids	do	1880	1	2	30	41	0	0	0	0	6	8	3	7	4	5	800
2514	Elsie	do	1880	1	1	16	39	0	0	0	0	0	0	0	0	0	0	3,500
2515	Escanaba	do	1886	1	1	28	31	0	0	0	0	0	0	0	0	0	0	149
2516	Essexville	do	1880	1	1	20	29	0	0	0	0	0	0	0	0	0	0	3,500
2517	Ewart	do	1888	1	0	8	16	0	0	0	0	2	0	0	0	0	0	149
2518	Ewen	do	1888	2	1	21	57	0	0	0	0	0	0	0	0	0	0	1,500
2519	Farwell	do	1880	1	0	4	9	34	71	1	5	12	14	2	4	2	3	1,200
2520	Fennville	do	1850	1	1	30	33	0	0	0	0	0	0	0	0	0	0	395
2521	Fenton	do	1850	2	1	30	60	0	0	22	20	0	0	0	7	4	0	50
2522	Flatrock	do	1850	1	1	22	25	0	0	0	0	0	0	0	0	0	0	75
2523	Flint	do*	1868	5	10	240	240	0	0	2	2	25	20	25	10	5	4	1,500
2524	Florence	do	1868	1	1	25	35	0	0	0	0	0	0	0	0	0	0	500
2525	Fowlerville	do	1868	2	1	25	35	0	0	0	0	0	0	0	0	0	0	6,000
2526	Frankfort	do	1868	1	2	17	31	0	0	0	0	10	12	3	2	4	2	700
2527	Fremont	do	1868	1	1	19	26	0	0	0	0	5	11	1	2	1	1	1,250
2528	Gaines Station	do	1885	1	0	5	5	37	35	1	0	4	0	0	0	0	0	163
2529	Galesburg	do	1885	2	1	32	41	0	0	0	0	0	0	0	0	0	0	400
2530	Gallen	do	1888	1	1	25	20	0	0	4	3	2	1	0	2	0	0	590
2531	Gladstone	do	1888	1	2	19	25	0	0	0	0	0	0	0	0	0	0	300
2532	Gobville	do	1875	1	1	25	37	0	0	0	0	1	1	2	3	1	4	450
2533	Grand Haven	do	1875	1	4	52	67	0	0	0	0	0	0	0	0	0	0	211
2534	Grand Rapids	do	1858	8	22	338	312	0	0	2	3	4	1	6	11	2	3	7,000
2535	Grand Rapids	do	1858	1	22	338	312	0	0	0	0	0	0	0	0	0	0	5,000
2536	Grand Rapids	do	1858	1	22	338	312	0	0	0	0	0	0	0	0	0	0	19,000
2537	Grand Rapids	do	1858	1	22	338	312	0	0	0	0	0	0	0	0	0	0	141,475

*Statistics of 1900-1901.

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2—Continued.

2536	State and post-office.	1	2	3	4	Second-ary in-struct-ors.		Second-ary sub-stu-dents.		Ele-men-tary sub-stu-dents.		Students.						19	20	21	22	
						Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					Male.
MICHIGAN—cont'd.																						
2536	Grand Rapids		Union High School.	Albert Jennings	1879	4	6	104	151	0	0	5	4	5	5	5	5	5	5	1,200	\$90,000	
2537	Grasslake		High School.	Thos. M. Sattler	1867	1	3	31	29	0	0	2	5	4	2	1	0	4	4	250	10,000	
2538	Grayling		do	J. W. Hooyer	1869	1	1	25	25	0	0	2	5	4	2	0	1	4	4	250	8,000	
2539	Greenville		do	Miss Mary E. Fish	1869	2	4	36	94	0	0	6	10	2	7	3	12	2	2	2,200	45,000	
2540	Hadley		do	E. A. Branch	1872	1	0	30	30	39	49	2	0	5	2	0	5	2	4	1,000	3,000	
2541	Hancock		do	A. C. Strong	1872	2	3	46	57	14	12	1	5	0	1	11	1	5	4	2,200	50,000	
2542	Hancock		do	F. E. Galley	1872	1	1	20	29	40	52	1	2	1	2	0	1	2	0	4	825	6,000
2543	Harbor Beach		do	F. E. Ellsworth	1880	1	1	17	20	0	0	1	0	1	1	2	1	0	4	325	25,000	
2544	Harbor Springs		do	Frederick M. Churchhill	1884	1	2	24	35	0	0	1	2	0	1	1	1	1	4	300	15,000	
2545	Harrison		do	D. D. Pritchard	1880	1	0	50	18	0	0	1	0	2	0	5	2	1	0	4	950	3,600
2546	Hart		do	Miss Lancy H. Russell	1863	1	2	20	46	0	0	1	0	2	0	4	3	2	2	400	20,000	
2547	Hartford		do	Miss Mabel P. Withering	1863	1	2	22	24	0	0	2	5	4	0	4	3	2	2	276	3,000	
2548	Hastings		do	E. J. Edger	1872	3	2	67	75	0	0	8	13	3	2	1	1	6	7	1,700	30,000	
2549	Hesperia		do	Fred. H. Zeigen	1872	1	1	20	32	0	0	0	0	0	0	0	0	0	4	162	5,000	
2550	Hillsdale		do	P. G. McWhinney	1872	1	1	13	25	0	0	2	1	1	1	1	1	1	4	30	7,000	
2551	Hillsdale		do	S. J. Gier	1872	2	5	36	114	0	0	0	0	0	0	0	0	0	4	1,000	46,000	
2552	Holland		do	John H. Ehlers	1872	2	3	63	91	0	0	7	8	13	8	7	3	3	4	350	20,000	
2553	Holly		do	S. O. Wood	1872	1	2	31	40	0	0	1	2	1	2	1	2	1	4	375	20,000	
2554	Homer		do	Miss E. M. Cook	1872	1	2	28	50	0	0	4	2	1	0	4	1	0	4	400	5,000	
2555	Houghton		do	Linus Parmelee	1872	2	2	15	35	0	0	7	15	5	5	4	3	4	4	600	6,000	
2556	Howard City		do	H. H. Fuller	1869	1	1	27	30	0	0	0	0	0	0	0	0	0	4	1,500	14,000	
2557	Howell		do	H. E. Agnew	1869	2	4	54	82	0	0	1	4	2	1	1	1	1	4	210	4,500	
2558	Humbardston		do	D. J. Crawford	1869	1	0	15	16	34	34	0	0	0	0	0	0	0	3	1,600	23,300	
2559	Hudson		do	Miss Phia La Rowe	1869	1	0	67	93	0	0	2	0	1	1	1	1	1	4	1,600	23,300	

2634	Oscoda	High School.	L. M. McKay	1875	0	2	17	24	0	0	0	2	3	4	4	698
2635	Osseo	do	Claude L. Chamberlin	1860	1	0	8	54	36	54	1	4	1	3	0	2,500
2636	Osgoode	Graded School	J. A. Chapel	1860	1	0	11	18	49	52	0	2	4	2	2,500	
2637	Osgoode	High School *	Miss Myrtle B. Upton	1860	2	3	37	61	0	0	0	6	2	0	5,000	
2638	Ovid	do	E. M. Plunkett	1860	1	3	51	0	0	0	0	6	2	0	400	
2639	Owosso	do *	L. H. Wood	1875	4	4	117	169	0	0	0	13	19	4	552	
2640	Owosso	Union School	Jas. H. Baxter	1875	1	3	30	40	0	5	4	10	3	1	1,850	
2641	Palmira	High School	L. H. Pennington	1860	2	0	8	12	23	32	0	5	2	2	40,000	
2642	Parma	do	Wilson H. Davis	1860	1	0	20	21	0	0	0	6	7	10	10,000	
2643	Paw Paw	do	J. A. O'Leary	1860	1	3	50	53	0	0	1	4	3	4	40,000	
2644	Pentwater	do	Miss Margaret Dixon	1860	1	1	6	19	0	0	0	0	0	0	300	
2645	Perry	do	L. W. Ferris	1860	1	1	29	37	0	0	0	4	2	0	300	
2646	Petersburg	Union School	G. H. Curtis	1860	1	1	19	17	0	0	0	3	4	0	2,500	
2647	Peteskey	do	F. W. Howe	1860	2	3	45	73	0	0	0	7	2	3	4,500	
2648	Pineknob	High School	Stephen Durfee	1860	1	2	20	25	45	55	0	2	1	0	6,000	
2649	Pineconing	do	A. H. Van Horn	1860	1	1	7	16	0	0	0	0	2	1	10,000	
2650	Pittsford	do *	H. C. Daley	1860	1	0	20	23	30	32	2	1	7	12	4,000	
2651	Plainwell	do *	Miss Florence K. Wetmore	1860	1	3	41	64	0	0	5	7	2	4	486	
2652	Plymouth	do	more	1860	1	2	30	40	0	0	0	3	5	2	1,300	
2653	Pontiac	do *	Kendall P. Brooks	1860	2	4	85	121	0	0	12	14	16	20	2,500	
2654	Port Austin	do	Arthur E. Turner	1860	1	0	9	14	0	0	2	0	1	0	2,000	
2655	Port Hope	do	John B. Harris	1860	1	0	8	4	35	36	1	0	1	2	423	
2656	Port Huron	do *	Allen J. Easton	1860	3	7	111	179	0	0	1	20	25	11	203	
2657	Portland	do	Miss Nellie O. Plie	1860	0	5	22	52	0	0	0	1	21	8	60,000	
2658	Quincy	do	F. E. Knapp	1860	1	2	36	40	0	0	0	0	15	0	700	
2659	Reading	do	Geo. L. Griswold	1860	1	1	30	37	0	0	6	5	4	0	7,500	
2660	Reed City	do	Miss Allie B. Chapin	1878	1	2	40	50	0	0	1	1	12	13	25,000	
2661	Reese	do	F. H. Atkinson	1860	1	0	6	6	61	47	0	0	7	3	350	
2662	Republic	do	Miss Bertha Wright	1860	1	2	10	14	8	20	1	6	0	0	40,000	
2663	Richland	do	M. W. Longman	1860	1	1	18	20	39	35	0	1	1	1	8,000	
2664	Richmond	do	Will L. Lee	1860	1	1	27	29	0	0	0	3	2	0	5,500	
2665	Rochester	do	A. L. Craft	1860	1	2	25	45	0	0	0	3	5	0	12,000	
2666	Rockland	do	G. A. Pitts	1860	1	1	6	19	0	0	0	1	2	2	750	
2667	Romeo	do	J. J. Marshall, M. A.	1867	2	4	45	62	0	0	0	2	3	6	2,500	
2668	Saginaw	Arthur Hill High School	R. B. Way	1866	4	7	140	162	0	0	0	5	3	2	50,000	
2669	do	East Side High School	Webster Cook	1866	6	14	226	292	0	0	0	3	46	40	60,000	
2670	St. Charles	do	O. A. Waterman	1866	1	1	15	24	0	0	0	0	29	31	18,000	
2671	St. Clair	do	Horace Boutel	1865	2	2	32	62	0	0	0	4	3	0	900	
2672	St. Ignace	La Salle High School	W. H. Lewis	1865	1	2	33	48	0	0	0	0	11	0	35,000	
2673	St. Johns	Union School *	F. P. Buck	1868	3	3	70	80	0	0	0	12	10	12	250	
2674	St. Joseph	High School	G. D. Smith	1868	2	3	46	81	0	0	0	8	14	6	30,000	
2675	Saline	do	Albert Wood	1868	3	1	24	67	0	0	1	5	2	1	70,000	
2676	Saline	Union School	F. J. Tooze	1868	1	1	20	24	0	0	0	8	4	6	25,000	
2677	Saugatuck	do	P. A. Latta	1868	2	8	75	123	0	0	0	2	6	1	1,500	
2678	Sault Sainte Marie	High School	Miss E. Olive Maveoley	1868	1	1	9	23	0	0	0	8	1	2	20,000	
2679	Schoolcraft	do	V. R. Humerford	1868	1	0	11	21	0	0	10	20	40	30	9,500	
2680	Sebewaing	do	A. C. Voelker	1868	1	2	8	9	0	0	1	1	2	1	45,000	
2681	Sheridan	do	E. N. Fritkin	1868	1	0	8	9	0	0	0	2	1	0	2,000	
2682	Shelby	do	Charles L. Meach	1870	1	2	40	45	0	0	0	3	2	0	600	
2683	South Frankfort	do	W. L. Gillette	1870	1	0	2	13	62	58	1	0	3	4	4,000	

* Statistics of 1900-1901.

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2.—Continued.

State and post-office.	Name.	Principled.	Date of establishment.	Second-ary in-struct-ors.		Second-ary stu-dents.		Ele-men-tary stu-dents.		Students.						Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.		
				Male.	Female.	Male.	Female.	Male.	Female.	Preparing for college.		College prepar-atory stu-dents in the class that grad-uated in 1902.		Male.	Female.				Male.	Female.
										Male.	Female.	Male.	Female.							
MINNESOTA—cont'd.																				
2756	Fergus Falls.....			3	3	74	111	0	0							1,800	\$35,000			
2757	Gaylord.....	Miss Grace L. Terry	.....	1	1	20	30	0	0	1	3	15	21	9	4	4	1,800	10,000	
2758	Glencoe.....	M. C. Helm	.....	1	1	36	32	0	0	18	10	14	5	3	0	3	307	50,000	
2759	Greenwood.....	E. E. McIntire	.....	1	2	19	26	0	0	.....	.....	4	2	11	5	4	6,000	20,000
2760	Graceville.....	Miss Mary Barber	.....	1	1	15	15	0	0	4	0	1	3	1	0	4	1,000	20,000	
2761	Grand Rapids.....	Henry V. Stahl	1900	1	1	6	25	0	0	6	10	1	0	4	0	4	912	45,000		
2762	Granite Falls.....	Mrs. Lydia M. Woolley	1900	1	1	22	32	0	0	1	3	0	5	7	3	1	1,600	16,000		
2763	Hastings.....	S. J. La Due	1892	1	1	66	85	0	0	6	4	11	4	2	1	4	4,793	50,000		
2764	Henderson.....	J. H. Lewis	1868	1	1	24	31	0	0	.....	.....	8	9	3	3	2	800	25,000
2765	Herman.....	Chas. E. Young	1902	1	1	6	16	0	0	.....	.....	3	5	0	1	4	525	7,500
2766	Heron Lake.....	Waldron M. Jerome	.....	1	1	12	18	0	0	.....	.....	1	2	1	2	4	1,154	23,000
2767	Hibbing.....	Wm. H. Alwine	1895	1	1	6	7	0	0	1	0	.....	.....	.....	.....	.....	895	42,000
2768	Hopkins.....	J. W. Klinker	1895	1	1	27	38	0	0	.....	.....	10	15	2	3	4	605	16,000
2769	Howard Lake.....	Adolph Olson	1901	1	1	32	30	0	0	5	3	16	13	3	4	500	13,000			
2770	Hutchinson.....	Miss Mary E. Harris	1901	2	3	96	109	0	0	.....	.....	51	82	16	13	1,550	55,000	
2771	Hutchinson.....	H. L. Merrill	1882	0	3	36	43	0	0	2	1	3	6	0	4	500	40,000			
2772	Janesville.....	Miss Mary B. Day	.....	1	2	24	30	0	0	.....	.....	1	4	1	4	850	25,000	
2773	Jordan.....	V. G. Pickett	1889	1	0	4	7	0	0	.....	.....	1	4	0	1	4	300	18,000
2774	Kosson.....	G. H. Green	.....	1	2	20	31	0	0	.....	.....	15	29	3	5	3	500	32,500
2775	Kentwood.....	Med. Williams	1879	2	3	16	33	0	0	.....	.....	0	6	0	6	4	521	20,000
2776	Lake City.....	H. C. Blanch	.....	2	3	43	85	0	0	.....	.....	0	4	0	4	1,300	56,000	
2777	Lake Crystal.....	Miss Henrietta Knutsch	.....	1	2	36	31	0	0	.....	.....	11	8	14	8	4	592	15,000
2778	Lakefield.....	C. H. Barnes	1898	1	2	35	31	0	0	.....	.....	16	12	3	2	3	771	55,000
2779	Lanesboro.....	Louis Anderson	1898	1	2	20	34	0	0	.....	.....	.....	.....	1	1	0	771	55,000
2779	Lanesboro.....	J. C. Miller	1873	1	2	20	34	0	0	.....	.....	10	12	3	2	3	651	20,000

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2—Continued.

2890	State and post-office.	Name.	Principal.	Date of establishment.	Second-ary in-struct-ors.		Second-ary stu-dents.		Element-ary stu-dents.		Students.						Value of grounds, buildings, furni-ture, and scientific apparatus.						
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		Male.	Female.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
MISSISSIPPI—cont'd.																							
Jackson		Graded School, No. 2 (colored)	J. A. Martin		1	0	5	12	0	0					2	3			1				
do		High School	W. B. Stark		1	4	58	72	0	0	3	2	1	0	0	17			3				
Kilmichael		do	Saunders Welburn	1890	1	0	20	12	36	28	3	0	10	25	4	9	3	7	2				
Kosciusko		do	G. F. Boyd	1884	1	4	36	47	0	0	4	0	1	2	3	2	1	4	3				
Kossuth		do	J. O. Loomis	1885	2	0	11	9	0	0	3	1	1	2	3	2	1	1	4				
La Fayette Springs		Collegiate Institute	W. P. Goolsby		1	2	10	18	31	23	3	4	5	0					4				
Laurel		High School	Miss Linda Moore		1	2	10	17	20	30	0	1	3	1	2	6	2	4	3				
do		do	J. W. Watt		2	1	15	24	0	0	1	3	1	1	2	6	2	4	3				
Maben		High School and Training College	John L. Smith		1	1	35	35	0	0									5				
McComb		Graded High School	Henry P. Hughes (supt.)	1892	2	3	25	35	0	0	5	10			1	2			3				
Monticello		Academy	L. R. Miller	1890	1	0	7	9	0	0									3				
Montpoint		Central High School	Chas. E. Anderson	1901	1	1	14	29	0	0	1	7							3				
Myrtle		Academy *	Chas. H. Henderson		1	0	10	38	40		3	2							3				
New Albany		Graded School	J. E. Brown	1872	1	4	24	37	0	0	5	9	7	14	2	4	2	4	3				
Oakland		do	H. W. Sanderson		1	0	2	5	29	20									2				
do		Tallahatchie Academy	Victor G. Kee		1	0	0	2	5	36	40	0	3	0	2				3				
Ocean Springs		High School	W. H. Lackey	1897	1	0	8	3	71	67	2	3							3				
Okolona		Graded High School (colored)	J. C. Wall		1	0	0	6	105	161									3				
do		High School	J. J. Huggins	1890	2	2	46	70	0	0	2	18	10	2	0	2	0	2	4				
Osyka		Graded High School	Jno. T. Hood	1901	1	0	6	9	0	0	2	1							3				
Oxford		Graded School *	R. H. Hester		1	3	70	80	0	0	3	1	7	5	4	4	3	2	3				

2911	.....do.....	A. C. Boone	1	0	5	10	0	0	0	0	1	1	1	2,000
2912	Phoenix	W. R. Jones	1	0	10	7	26	35	1	2	.....	.....	.....	500
2913	Pickens	.....do.....	1	0	13	4	28	25	.....	0	2	.....	.....	1,000
2914	Pleasanthill	M. V. Miam	1	2	16	32	26	9	3	4	10	11	.....	2,000
2915	Pontotoc	M. M. Phillips	1	0	29	4	0	0	.....	.....	.....	.....	.....	10,000
2916	Poplarville	W. I. Thames	1	1	48	30	0	0	.....	13	2	13	2	500
2917	Port Gibson	R. B. Anderson	1	1	16	18	53	54	.....	0	1	.....	.....	11,000
2918	.....do.....	Augustus M. Addison	1	0	1	26	0	0	1	3	.....	.....	.....	6,000
2919	Sandersville	L. K. Saul	1	0	10	6	20	19	3	2	2	3	.....	3,000
2920	Sardis	Panola High School (colored)	1	0	10	25	0	0	.....	.....	.....	.....	.....	500
2921	Senatobia	C. B. Sisler	1	1	22	0	75	0	6	0	10	0	.....	2,000
2922	Starkville	James H. Woodard	1	1	6	38	0	0	.....	.....	.....	.....	18,000	
2923	Strayhorn	Frank M. Bizzell	1	0	13	10	22	30	.....	.....	.....	.....	3,000	
2924	Summit	Homier M. Knowles	1	1	3	7	0	0	.....	0	4	0	.....	1,500
2925	Troy	W. A. Spencer	1	1	25	25	0	0	.....	.....	.....	.....	1,000	
2926	Tula	C. C. Hughes	1	1	27	18	26	16	8	4	12	7	4	3,000
2927	Tupelo	J. T. Connell	1	1	15	20	0	0	.....	2	3	.....	.....	15,000
2928	Tyertown	L. R. Powell	1	1	14	15	0	0	1	1	2	0	1	200
2929	Tyro	E. T. Keeton	1	0	6	4	34	34	2	2	1	0	.....	1,000
2930	Utica	N. R. McCullough	1	1	21	13	39	32	2	2	.....	.....	.....	1,000
2931	Vaiden	Miss Mary E. Cain	1	1	8	7	32	33	0	2	.....	.....	.....	3,000
2932	Vicksburg	Cherry Street College (colored)	2	4	60	240	0	0	.....	1	17	1	17	6,000
2933	Waldo	J. F. McCauley	1	1	10	15	20	25	.....	3	1	.....	.....	400
2934	Walkers Bridge	G. W. Lightly	1	0	14	12	31	31	.....	5	4	.....	.....	1,500
2935	Watersvalley	Jos. W. Bell	1	3	18	62	0	0	.....	.....	.....	.....	8,000	
2936	Wesson	B. F. Hughes	2	1	18	32	0	0	3	2	.....	.....	.....	15,000
2937	Wesport	D. A. Hill	1	2	29	54	0	0	.....	3	8	2	3	300
2938	Winona	O. A. Shaw	2	0	20	35	0	0	.....	3	2	3	2	25,000
2939	Adrian	A. L. Ives	1	0	11	14	0	0	2	2	.....	.....	.....	7,000
2940	Albany	S. M. Haas	3	1	51	59	0	0	.....	1	1	.....	.....	20,000
2941	Altamont	Ross De Ford	1	0	0	6	62	56	.....	.....	.....	.....	.....	2,500
2942	Amity	J. H. Turner	1	0	4	11	0	0	.....	0	2	0	2	3,000
2943	Amsterdam	H. O. Maxey	1	0	5	7	45	68	.....	2	5	.....	.....	10,000
2944	Appleton City	W. J. Wright	1	1	14	20	0	0	1	10	1	5	0	33
2945	Armstrong	C. A. Greene	1	1	19	16	0	0	2	1	4	2	1	60
2946	Arrowrock	J. Paul Biggs	1	1	13	23	0	0	4	6	2	3	0	2
2947	Ash Grove	E. J. Darst	1	1	13	23	0	0	.....	1	3	.....	.....	4,500
2948	Atlanta	Sam C. Brightman	1	0	10	14	60	53	3	1	0	4	1	80
2949	Aurora	P. B. Hood	2	2	23	71	0	0	.....	4	2	1	0	200
2950	Ava	G. H. Becham, B. P.	2	0	45	55	0	0	.....	1	1	.....	.....	5,000
2951	Barnard	Frank Barton	1	0	11	20	0	0	.....	.....	.....	.....	.....	4,000
2952	Belton	A. A. Wirt	1	1	20	35	0	0	0	2	1	1	4	330

* Statistics of 1900-1901.

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Second-ary in-struct-ors.		Second-ary stu-dents.		Ele-men-tary stu-dents.		Students.						Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.				
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.			Male.	Female.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
MISSOURI—cont'd.																					
2853	Rethany.....	J. R. Hale.....	1805	1	3	52	05	0	0	2	.....	.....	.....	3	3	1	1	4	.....	1,800	\$23,000
2854	Revier.....	Edw. S. Jones.....	1894	1	1	10	20	0	0	.....	.....	.....	.....	5	5	.....	.....	3	.....	1,400	10,000
2855	Billings.....	R. L. Gwyn.....	1895	1	0	16	22	0	0	.....	.....	.....	.....	1	4	.....	.....	3	.....	238	5,000
2856	Brethrice.....	John L. Pflaum.....	1880	2	0	11	32	0	0	.....	.....	.....	.....	1	.....	.....	.....	4	.....	106	5,000
2857	Bloomfield.....	A. G. Steele.....	1888	2	0	14	30	0	0	4	2	1	.....	5	1	2	.....	3	.....	226	28,000
2858	Bolivar.....	Sherman E. Fish.....	1872	2	1	30	45	0	0	.....	.....	.....	.....	2	4	.....	.....	4	.....	727	10,000
2859	Bonnetarre.....	L. N. Gray.....	1872	2	1	18	40	0	0	.....	.....	.....	.....	2	4	.....	.....	4	.....	1,000	25,000
2860	Boonville.....	H. A. Edwards.....	1891	2	3	66	66	0	0	.....	.....	.....	.....	8	6	4	0	.....	4	1,153	40,000
2861	.....do.....	C. G. Williams.....	.....	1	1	8	27	0	0	.....	.....	.....	.....	1	1	.....	.....	3	.....	700	5,000
2862	Boyling Green.....	W. J. Rowley.....	1871	1	1	18	20	0	0	3	1	2	3	1	1	1	1	3	.....	400	10,500
2863	Braynes.....	J. H. Eckelberry.....	.....	1	0	19	26	0	0	0	1	1	0	2	3	1	1	3	.....	523	38,000
2864	Breckenridge.....	LoUIS Trithmann.....	1872	1	0	27	28	0	0	.....	.....	.....	.....	.....	.....	.....	.....	4	.....	480	12,000
2865	Brookfield.....	J. C. White.....	1884	2	3	60	100	0	0	.....	.....	.....	.....	7	8	5	5	4	.....	1,000	30,000
2866	Brunswick.....	J. T. Payne.....	1891	1	0	10	14	42	50	.....	.....	5	10	0	5	0	5	3	.....	100	2,500
2867	.....do.....	.....	.....	2	0	21	29	0	0	.....	.....	.....	.....	9	9	1	2	2	.....	500	20,000
2868	Buffalo.....	Abner Jones.....	.....	1	1	27	37	0	0	0	5	.....	.....	0	6	0	2	3	.....	200	12,000
2869	Bunceton.....	E. E. Norvell.....	.....	1	0	13	23	0	0	.....	.....	.....	.....	2	3	3	6	3	.....	500	10,000
2870	Burlington Junction.....	W. C. Urban.....	1899	1	0	13	20	0	0	4	9	.....	.....	3	3	.....	.....	3	.....	400	10,000
2871	Butler.....	C. A. Jenkins.....	.....	3	2	48	54	0	0	4	5	.....	.....	3	8	2	1	4	.....	800	15,000
2872	Cabool.....	J. A. Woodford.....	.....	1	0	23	30	0	0	1	4	.....	.....	.....	.....	.....	.....	4	.....	400	4,000
2873	Cainesville.....	E. G. Alexander.....	1875	2	0	17	21	0	0	.....	.....	.....	.....	3	3	4	3	3	.....	200	25,000

Year	Name	1881	1	0	7	11	0	0	0	3	1	2	2	100
2974	Calloun	C. B. Kaybourn	1	0	7	11	0	0	0	3	1	2	100	
2975	California	W. R. Flynn	2	2	54	57	0	0	0	7	8	4	800	
2976	Cancon	Miss Bertha Hunsign	1	3	22	54	0	0	0	7	11	4	500	
2977	Canby	J. A. Bradley	1	0	36	8	0	0	0	0	4	3	167	
2978	Canby	E. K. Fretwell	2	1	30	35	0	0	0	0	1	2	800	
2979	Carrallou	E. H. Stroeter	2	3	86	105	0	0	2	4	30	7	3,000	
2980	do	J. W. Mozze	1	1	8	13	0	0	0	4	4	4	78	
2981	Cartersville	A. A. Antles	2	1	29	60	0	0	0	0	3	3	200	
2982	do	Edwin Gray	3	9	110	220	0	0	0	0	11	4	2,970	
2983	Cartersville	Miss Mary Bolton	3	3	41	49	18	5	2	5	7	4	30,000	
2984	Cassville	W. A. Pendergraft	2	0	23	30	0	0	0	3	0	1	600	
2985	Centra	W. A. Muir	2	1	47	49	0	0	0	6	8	3	6,000	
2986	Chamons	Jno. K. Fletcher	1	1	9	8	0	0	0	1	3	2	700	
2987	Charleston	A. C. Simpson	2	0	11	14	0	0	2	1	3	3	337	
2988	Chillicothe	J. W. Barton	2	4	65	150	0	0	0	3	0	8	10,000	
2989	Chickasaw	Jno. Ganton	2	0	10	10	51	43	1	4	1	0	385	
2990	Chickasaw	Miss Dollie C. Oglesby	1	1	10	18	0	0	0	4	1	0	7,000	
2991	Cinton	Arthur Lee	2	2	52	101	0	0	0	2	2	2	200	
2992	do	Jacob Hunt	1	0	6	11	0	0	0	1	0	1	1,500	
2993	Coloan	R. H. Emberson (supl.)	3	4	32	112	0	0	0	11	14	10	185	
2994	Corder	John G. Bruce	1	0	9	11	0	0	0	6	5	0	400	
2995	Craig	Charles Reed	1	0	6	6	41	54	3	3	0	3	200	
2996	Dawn	L. R. Thompson	1	0	23	18	0	0	0	7	13	1	108	
2997	Deepwater	Coleman Pollard	1	0	6	7	50	57	2	4	0	2	100	
2998	Desloge	C. F. Daugherty	1	2	15	18	0	0	2	4	2	3	100	
2999	Desoto	R. J. Hubbard	2	1	35	25	0	0	7	15	2	1	153	
3000	Desoto	Isaac Hughes	1	38	66	0	0	0	0	1	3	1	250	
3001	Dexter	C. M. Hall	1	0	12	13	0	0	0	0	0	0	1,500	
3002	Dontphan	A. W. Groves	0	16	21	0	0	0	0	0	0	0	8,000	
3003	Drexel	J. W. Wright	1	0	11	11	58	61	2	1	2	2	275	
3004	Engleville	Chas. Burris	1	0	6	6	41	51	2	1	4	4	189	
3005	Edgerton	E. C. Becker	1	0	8	12	62	48	5	8	0	0	200	
3006	Edina	J. C. Winders	1	1	18	24	0	0	3	4	3	8	5,000	
3007	Eldorado Springs	J. S. Hayden	2	1	30	48	0	0	4	1	5	2	375	
3008	Elsherry	J. A. DeTienne	2	0	12	22	0	0	0	3	4	3	500	
3009	Exvton	Geo. Melcher	2	0	16	15	0	0	0	2	4	0	350	
3010	Excelsior Springs	B. F. Brown	2	1	20	27	0	0	0	0	0	0	400	
3011	Fairfax	Chas. T. Baker	2	0	28	32	0	0	0	3	4	4	300	
3012	Farmington	G. O. Nations, Ph. M.	1	0	24	26	0	0	4	6	2	5	100	
3013	Farmington	W. D. Grove, M. S. D.	1	1	14	26	0	0	0	2	5	1	400	
3014	Festus	Geo. L. Hawkins	1	0	7	19	0	0	0	2	2	5	500	
3015	Fillmore	E. E. Huffman	1	0	5	10	48	40	0	2	0	2	300	
3016	Fordland	G. B. Patterson	1	0	6	1	45	57	0	0	2	2	300	
3017	Forest City	Nelson Kerr	1	0	12	13	0	0	0	0	1	1	400	
3018	Frankford	J. T. Murphy	1	0	10	50	52	0	0	0	0	0	350	
3019	Fulton	E. S. Wood	2	2	35	40	15	22	1	8	1	4	500	
3020	Gallatin	Fred B. Hayes	2	1	22	50	0	0	10	12	2	0	2,000	
3021	Gallatin	G. L. Humphrey	1	0	16	10	0	0	0	0	0	0	200	
3022	Ghman City	S. C. Fair	1	0	3	3	48	63	1	2	1	0	300	

* Statistics of 1900-1901.

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2.—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Second-ary in-struct-ors.						Students.						Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.		
				Second-ary in-struct-ors.		Ele-ment-ary stu-dents.		Prepar-ing for col-lege.		Grad-u-ates in 1902.		Col-lege prepa-ry stu-dents in the class of 1902.		Male.						Female.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
MISSOURI—cont'd.																					
3023	Glasgow.....	Evans High School (col-ored).		2	0	27	22	0	0					3	2			3		207	\$2,200
3024	.....do.....	High School.....	1880	2	2	26	38	0	0	2	2	1	1	4	4	4	4	3		1,000	10,000
3025	Glenwood.....	A. F. Willis.....	1880	1	0	11	19	0	0									2		65	6,000
3026	Golden City.....	L. B. Osborne.....	1884	2	0	25	25	0	0									3		300	10,000
3027	Granby.....	C. A. Keet.....	1884	1	1	19	33	0	0									3		182	12,000
3028	Grandin.....	M. R. Floyd.....	1895	1	0	7	16	0	0	2	3							3		1,129	4,500
3029	Grand Pass.....	H. G. Bultman.....	1902	1	0	7	6	33	31	0	1	2	0	2	4	1	4	3		50	2,000
3030	Grand City.....	A. A. Steinhilmer.....	1895	2	1	50	70	0	0	5	2	10	6	0	4	13	5	3		300	12,000
3031	Greenfield.....	G. F. McKinney.....	1898	2	1	0	19	22	0	0	0	1	0	1	1	1	0	3		1,300	21,000
3032	Green Ridge.....	A. C. Gwinn.....	1896	1	0	10	7	4	40	39								2		130	2,000
3033	Greenwood.....	James M. Wood.....	1900	1	0	10	10	0	0	0	0	0	0	2	1	1	1	2		140	2,500
3034	Hale.....	S. E. Clark.....	1900	1	0	11	15	0	0	0	0	0	0	2	1	1	1	2		190	3,000
3035	Hamilton.....	Fred Fair.....	1900	2	1	15	26	0	0	2	0	3	0	4	8	4	3	2		800	12,000
3036	Bannibal.....	B. C. Brous.....	1900	2	1	15	26	0	0	2	0	0	4	0	5	0	1	4		300	16,000
		Douglass High School (colored).*																			
3037	.....do.....	High School.....	1900	2	5	35	102	0	0	0	4	8	8	3	14	3	3	4		1,450	20,000
3038	Hardin.....	J. F. Painter.....	1900	2	0	20	12	0	0	2	2	1	0	2	1	0	2	2		150	4,000
3039	Harrisonville.....	M. F. Halcomb.....	1885	2	2	51	62	0	0	11	9			6	3	5	2	4		2,500	24,000
3040	.....do.....	Prince Wipple High School (colored).		1	1	6	4	39	31			2	1	0	4	0	4	4		579	2,500
3041	Hartville.....	W. A. Newton.....	1887	1	1	25	27	0	0									4		248	2,500
3042	Hermann.....	C. C. Thudium.....	1898	1	1	25	18	0	0	5	2							4		1,400	10,000

3043	Higginsville.....	J. D. Walton.....	1	0	1	6	98	80	4	4	57	1,000	
3044	do.....	W. C. Sebring.....	3	1	39	46	0	0	4	3	7	2	2
3045	Halden.....	P. A. Boulton.....	1	2	14	49	0	0	1	0	2	8	2
3046	do.....	F. T. Hockaday.....	1	0	12	4	40	60	1	0	2	8	2
3047	Houston.....	R. E. Barnard.....	1	1	30	40	0	0	2	3	1	0	0
3048	do.....	S. W. Whitaker.....	2	0	15	31	0	0	1	0	2	1	0
3049	Hume.....	George L. Hess.....	1	1	18	30	0	0	0	5	0	5	3
3050	Hunnewell.....	J. W. Lightbody.....	1	0	11	13	0	0	1	1	5	2	0
3051	Huntsville.....	Miss Edna Brown.....	1	2	22	29	0	0	1	3	1	0	1
3052	Independence.....	Geo. S. Bryant.....	1	9	77	137	0	0	4	6	4	6	2
3053	Ironton.....	W. C. Ogier.....	1	0	15	22	0	0	1	2	2	5	0
3054	Jackson.....	G. L. Summers.....	1	2	25	25	0	0	0	1	2	2	0
3055	Jameson.....	C. W. Martin.....	1	0	8	4	70	60	2	3	1	2	3
3056	Jamesport.....	A. H. Lynch.....	2	0	10	20	30	23	0	1	0	1	3
3057	Jasper.....	J. R. Fiddle.....	1	0	14	15	0	0	0	5	6	5	0
3058	Jefferson City.....	J. W. Richardson.....	3	1	61	59	0	0	2	4	2	14	2
3059	Jefferson.....	J. A. Lowe, Ph.D.....	1	0	6	7	0	0	1	1	1	1	2
3060	Jonesburg.....	L. W. Hancock.....	2	0	6	11	62	56	0	4	0	4	2
3061	Joplin.....	L. L. Liehtner.....	3	8	127	220	0	0	0	8	63	182	560
3062	Kahoka.....	S. E. Seaton.....	1	1	23	38	0	0	0	0	0	0	5
3063	Kansas City.....	L. I. Cavanaugh.....	22	25	563	1,066	0	0	12	13	12	13	102
3064	do.....	G. N. Grisham.....	4	3	64	121	0	0	0	0	60	115	188,000
3065	do.....	Gilbert B. Morrison.....	1897	27	705	953	0	0	4	10	12	10	10
3066	do.....	S. A. Underwood.....	6	6	91	150	0	0	4	10	10	24	4
3067	do.....	Fred L. McChesney.....	1	0	3	18	0	0	0	3	0	3	559
3068	do.....	H. N. Whiteclaw.....	1897	2	0	17	27	0	0	3	10	4	400
3069	Kingston.....	Mrs. J. R. Riddle.....	0	1	12	12	50	59	2	0	1	4	250
3070	Kirkville.....	Harry Laughlin, B. S. D.....	4	2	51	82	0	0	2	1	1	1	203
3071	Kirkwood.....	R. G. Kinkaid.....	4	6	74	87	0	0	3	3	5	7	200
3072	Knoxboro.....	C. D. Thompson.....	1870	2	0	35	30	0	0	6	5	4	600
3073	Knox City.....	T. L. Lewis.....	1	0	14	22	0	0	1	4	0	2	650
3074	Laclede.....	W. B. Evans.....	1	0	11	21	0	0	0	0	0	0	1,500
3075	Ladonia.....	A. S. Faulkner.....	1895	1	0	17	28	0	0	2	10	4,500	8,000
3076	Lagrange.....	D. B. Jeter.....	1	1	20	30	0	0	0	0	2	10	650
3077	Lamar.....	L. M. Garrett, supt.....	3	2	49	102	0	0	3	12	0	3	2,000
3078	Lamonte.....	E. F. Wright.....	1	1	6	28	0	0	0	7	0	7	8,000
3079	Lancaster.....	Leonard M. Thompson.....	2	1	30	40	0	0	2	4	0	1	300
3080	Laplata.....	Miss Hattie Baily.....	1	2	21	67	0	0	3	10	4	6	575
3081	Lathrop.....	F. D. Hamilton.....	2	0	22	34	0	0	2	2	2	2	350
3082	Lebanon.....	F. W. Ploger.....	1	2	24	27	0	0	0	5	2	2	500
3083	Lee's Summit.....	Miss Mary Jean White.....	0	4	30	55	0	0	10	15	2	7	386
3084	Lexington.....	Miss Florence Arnold.....	1	3	36	40	0	0	6	5	3	3	2,100
3085	Liberal.....	H. M. Vorhies.....	1	0	9	11	0	0	0	0	4	13	100
3086	Liberth.....	Jno. W. Groves.....	2	2	42	81	0	0	2	7	1	0	851
3087	Licking.....	W. P. Smith.....	1	2	30	39	0	0	0	0	0	0	100
3088	Limeaux.....	H. P. Bruce.....	1	1	14	19	0	0	1	3	0	3	250
3089	Longjack.....	E. T. Hinkel, B. S. D.....	1	0	3	3	24	39	2	2	3	3	2,000

* Statistics of 1900-1901.

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2.—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.			
				Second-ary in-struct-ors.		Second-ary stu-dents.		Ele-men-tary stu-dents.		Prepar-ing for col-lege.				Col-lege pre-par-atory stu-dents in the class that gradu-ated in 1902.								
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					Male.	Female.	
MISSOURI—cont'd.																						
3090	Louisiana	High School	1870	1	3	29	55	0	0	0	5	10	13	14	15	16	17	18	19	20	21	22
3091	do	Lincoln High School (colored).		1	0	5	13	0	0												1,400	\$60,000
3092	McFall	High School	1890	1	0	12	10	0	0												75	1,250
3093	Macon	Dumas High School (colored).	1890	1	0	10	14	0	0												28	2,500
3094	do	High School*		3	2	55	67	0	0	5	7	21	16	6	14	5	8	4			450	30,000
3095	Madison	do	1892	1	0	10	15	0	0	2	3	1	2	2	6	1	3	3			100	3,000
3096	Malden	do	1894	1	1	20	40	0	0												200	8,000
3097	Malden	do		1	0	10	20	0	0			2	5	0	3	0	2	3			300	10,000
3098	Mansfield	do	1892	1	0	9	12	0	0												250	16,000
3099	Marionville	do	1888	1	1	19	35	0	0			1	1	1	5	1	0	4			635	8,100
3100	Marshall	Lincoln High School (colored).		1	0	4	0	0	0												55	500
3101	Marshfield	High School.	1871	2	0	26	39	3	10												400	12,000
3102	Marysville	do	1881	2	5	91	106	0	0			4	2	2	3	2	2	3			700	50,000
3103	Marysville	do		2	0	10	22	0	0												350	20,000
3104	Meadville	do		1	1	15	13	0	0	2	3	2	3	2	3	2	3	2			100	7,000
3105	Memphis	do	1884	2	1	30	67	0	0	3	3	3	3	3	3	2	4	3			600	22,000
3106	Mexico	Garfield High School (colored)*		1	0	7	16	0	0												300	
3107	Milan	High School.	1892	2	1	27	37	0	0	1	1	1	1	1	1	2	2	2			800	15,000
3108	Moberly	Lincoln High School (colored).		2	0	7	16	0	0	1	1	1	1	1	1	3	2	2			175	1,000

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2.—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Second-ary in-struct-ors.		Second-ary stu-dents.		Ele-ment-ary stu-dents.		Students.						Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.		
				Male.	Female.	Male.	Female.	Male.	Female.	Preparing for college.		College prepar-atory stu-dents in the class that gradu-ated in 1902.									
										Male.	Female.	Male.	Female.	Male.	Female.						
MISSOURI—cont'd.				5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
3157 St. Louis	High School	W. J. S. Bryan	1853	29	41	855	1,585	0	0	33	45	148	70	55	157	23	18	4	30	2,000	\$29,000
3158 "do	Summer High School (colored)	Oscar M. Waring	1879	8	3	72	221	0	0	0	0	3	0	7	49	0	0	4	250	100,000	
3159 Salem	High School	Jas. A. Berry	1860	2	0	20	30	0	0	0	0	0	0	3	1	1	0	1	125	8,000	
3160 Salisbury	"do	Wm. P. Noel		1	1	15	21	0	0	0	0	0	0	3	3	0	3	0	200	20,000	
3161 Sarcoxie	"do	J. L. Rankson	1874	1	1	20	23	0	0	0	1	1	0	1	2	0	1	4	212	4,500	
3162 Savannah	"do.*	M. D. Thudum		3	0	37	43	0	0	4	6	0	0	1	3	1	0	4	650	30,000	
3163 Schell City	"do	Chas. D. George	1881	1	0	5	14	0	0	3	4	0	0	3	4	3	4	2	500	15,000	
3164 Seneca	"do	J. L. Stein	1890	2	0	16	34	0	0	1	3	0	0	1	4	1	3	4	500	10,000	
3165 Seymour	"do	Chas. H. Simmons	1892	1	0	20	30	0	0	0	0	0	0	0	0	0	0	4	125	5,000	
3166 Shelburne	"do	Ira Richardson	1892	2	1	45	60	0	0	2	3	1	0	7	7	2	1	4	600	20,000	
3167 Shelbyville	"do	H. D. Buhington		2	2	23	37	0	0	0	0	0	0	1	4	0	0	4	330	4,000	
3168 Sheldon	"do	C. E. Keeling	1892	1	0	12	30	0	0	0	0	0	0	1	4	0	0	2	75	2,000	
3169 Skidmore	"do	J. H. Goodin	1899	1	0	9	14	0	0	0	0	0	0	0	0	0	0	3	175	20,000	
3170 "do	"do	W. M. Oakerson	1896	1	0	15	18	0	0	0	0	0	0	2	5	0	3	3	150	3,000	
3171 Shatter	"do	Byron McFarland	1885	2	2	49	69	0	0	2	8	15	5	6	6	2	3	4	500	35,000	
3172 Smithton	"do	H. G. Schmidt, A. B.		1	0	4	11	0	0	0	2	2	0	2	6	0	0	3	126	4,000	
3173 Southwest City	"do	F. E. Zumbrunen	1890	3	1	40	55	0	0	0	0	0	0	3	2	0	0	3	110	6,000	
3174 Stannbery	"do	J. L. Grunthum		3	1	0	18	0	0	0	0	0	0	0	0	0	0	4	200	25,000	
3175 Stewartsville	"do	N. E. Stephenson		1	0	5	8	0	0	0	0	0	0	3	2	0	0	2	475	4,500	
3176 Stockton	"do	J. R. Yelton		1	0	10	20	0	0	2	3	0	0	3	11	0	0	3	300	11,000	
3177 Stoughton	"do	A. S. Green		1	0	12	23	0	0	0	0	0	0	1	2	0	0	2	100	300	
3178 "do	"do	M. A. O'Rear		1	0	12	23	0	0	0	5	10	0	1	6	0	0	3	300	10,000	
3179 Sweet Springs	"do			1	1	16	34	0	0	1	6	0	0	2	9	1	5	4	1,500	12,000	

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Second-ary in-struct-ors.		Second-ary stu-dents.		Ele-men-tary stu-dents.		Students.						Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.	
				Male.	Female.	Male.	Female.	Male.	Female.	Prepar-ing for col-lege.		Gradu-ates in the class that gradu-ated in 1902.		Male.	Female.					
										Male.	Female.	Male.	Female.							Male.	Female.
MONTANA—cont'd.																				
3222	Red Lodge.....	John M. Kay.....	1897	1	2	11	31	0	0	0	0	0	0	0	0	0	0	0	500	\$10,500
3223	White Sulphur Springs.....	J. W. Leuning.....		1	0	13	20	0	0	0	0	0	0	2	3	0	0	200	3,000	
NEBRASKA.																				
3224	Adams.....	Harry F. Hooper.....		1	0	21	15	0	0	0	0	0	0	0	0	0	0	0	200	3,000
3225	Ainsworth.....	H. L. Barrick.....		1	1	9	27	0	0	0	0	0	0	0	0	0	0	300	17,000	
3226	Albion.....	A. T. Hutchinson.....		2	1	30	60	0	0	0	0	0	0	0	0	0	0	250	30,000	
3227	Alexandria.....	S. E. Mills.....		1	0	12	16	0	0	0	0	0	0	0	0	0	0	120	3,235	
3228	Allamore.....	W. H. Baritz.....		2	1	20	49	0	0	0	0	0	0	0	0	0	0	500	14,000	
3229	Alma.....	E. H. Morgan.....		2	1	30	37	0	0	0	0	0	0	0	0	0	0	200	15,000	
3230	Anselmo.....	Geo. Simms.....		1	0	3	8	28	27	1	4	0	2	1	3	0	0	25	4,200	
3231	Ansley.....	Geo. Zahn.....		1	0	11	17	0	0	0	0	0	0	0	0	0	0	250	5,000	
3232	Arapahoe.....	J. Carl McKeynolds.....	1888	1	1	12	38	0	0	0	0	0	0	0	0	0	0	500	25,000	
3233	Arapahoe.....	G. H. Wise.....		1	0	12	19	0	0	0	0	0	0	0	0	0	0	50	5,000	
3234	Arlington.....	A. L. Langston.....	1885	1	1	17	11	0	0	0	0	0	0	0	0	0	0	850	5,000	
3235	Ashland.....	Geo. BURGERT.....	1871	2	2	41	76	0	0	0	0	0	0	0	0	0	0	500	20,000	
3236	Ashland.....	Ira Lathrop.....		1	3	67	77	0	0	0	0	0	0	0	0	0	0	200	8,000	
3237	Aurora.....	Joseph Sparks.....		1	3	67	77	0	0	0	0	0	0	0	0	0	0	500	18,000	
3238	Aurora.....	Clara Palmer.....		1	0	13	5	67	61	0	0	0	0	0	0	0	0	150	5,500	
3239	Axtell.....	L. H. Ozias.....		1	0	12	8	42	33	0	0	0	0	0	0	0	0	150	7,000	
3240	Bancroft.....	E. H. Morgan.....		1	0	18	18	0	0	0	0	0	0	0	0	0	0	250	7,500	
3241	Barnston.....	J. H. Veeder.....		1	0	10	8	51	54	0	0	0	0	0	0	0	0	100	3,000	

3242	Barley	do	1	0	16	17	0	0	0	2	1	2	3	150
3243	Battlecock	do	1	1	15	17	0	0	0	0	0	8	3	100
3244	Beaver	do	6	4	120	175	0	0	0	14	20	14	4	50,000
3245	Beaver City	do	1	2	17	27	0	0	4	5	17	5	4	1,300
3246	Beaver Crossing	do	1	0	3	8	0	0	0	0	0	0	1	25
3247	Beemer	do	1	0	7	13	0	0	0	0	0	4	2	3,000
3248	Bellvue	do	1	13	8	13	0	0	0	1	4	1	4	7,000
3249	Bellywood	do	1	1	12	14	16	23	2	2	5	3	2	220
3250	Belydore	do	2	0	15	18	50	60	4	3	7	6	6	3,500
3251	Benkelman	do	1	0	1	7	54	74	1	0	0	0	2	8,000
3252	Bennett	do	1	0	10	11	66	56	2	0	5	1	2	2,000
3253	Bertrand	do	1	3	11	24	42	0	0	2	5	0	2	5,000
3254	Bhair	do	2	5	101	144	0	0	15	20	13	2	2	400
3255	Bloomfield	do	1	1	22	26	0	0	0	1	0	2	2	8,000
3256	Bloomington	do	1	2	30	26	0	0	0	2	5	1	2	7,000
3257	Bluehill	do	1	1	21	42	0	0	0	1	0	4	0	15,000
3258	Bluesprings	do	1	0	7	3	38	41	0	0	0	6	0	250
3259	Bridshaw	do	1	0	7	3	48	42	0	0	0	0	0	40
3260	Bridy	do	1	0	6	12	16	0	0	0	0	0	0	5,000
3261	Brook	do	1	0	7	3	38	41	0	0	0	0	0	4,500
3262	Broken Bow	do	1	0	7	3	48	42	0	0	0	0	0	80
3263	Brownville	do	1	0	8	10	49	46	0	0	0	0	0	2,000
3264	Bruning	do	1	0	5	2	69	54	0	0	0	3	3	26
3265	Burchard	do	1	0	5	2	15	8	0	0	0	0	0	25,000
3267	Burr	do	1	0	8	12	0	0	0	0	0	0	0	150
3268	Burwell	do	1	0	8	12	0	0	0	0	0	0	0	3,000
3269	Butte	do	1	0	6	13	51	72	0	0	2	6	2	1,500
3270	Callaway	do	1	0	14	16	0	0	0	0	0	0	0	3,750
3271	Cambridge	do	2	28	42	0	0	0	10	21	2	2	2	250
3272	Carleton	do	0	18	42	0	0	8	5	0	7	3	5	9,000
3273	Cedar Bluffs	do	1	1	10	10	0	0	1	1	3	4	3	150
3274	Cedar Rapids	do	1	1	8	30	0	0	0	1	3	3	3	200
3275	Central City	do	1	2	39	44	0	0	0	3	3	10	1	8,000
3276	Ceresco	do	1	0	1	9	52	0	0	3	1	0	1	20,000
3277	Chadron	do	1	1	11	27	0	0	0	1	0	6	1	300
3278	Chester	do	1	0	9	17	0	0	0	2	4	9	2	20,000
3279	Clarks	do	2	0	23	28	0	0	0	1	2	10	3	4,240
3280	Clay Center	do	1	0	16	23	0	0	0	3	7	5	3	638
3281	Clearwater	do	0	1	8	13	0	0	0	0	4	0	2	11,000
3282	Coleridge	do	1	0	3	13	51	68	0	0	0	6	2	200
3283	Collegeview	do	1	0	15	25	70	70	0	0	0	0	0	100
3284	Columbus	do	3	1	46	61	0	0	0	4	9	4	30	782
3285	Cook	do	1	0	5	9	50	47	0	4	1	0	1	50
3286	Cordova	do	1	0	6	12	0	0	0	0	0	3	1	3,000
3287	Cortland	do	1	0	9	9	0	0	0	0	1	4	1	29
3288	Covales	do	1	0	6	7	42	46	0	0	3	6	2	8,000
3289	Cozad	do	1	1	20	40	0	0	0	1	1	0	1	50
3290	Craig	do	1	1	17	32	0	0	0	6	2	12	2	5,000
3291	Crayford	do	1	1	21	32	0	0	0	2	6	3	1	10,000
3292	Creighton	do	1	2	23	42	0	0	0	4	4	4	4	1,000
														300
														8,000

* Statistics of 1900-1901.

TABLE 43.—Statistics for the scholastic year 1901-2—Continued.

3293	State and post-office.	Name.	Principal.	Date of establishment.	Secondary instructors.		Second-ary students.		Elementary students.		Preparing for college.				College preparatory students in the class that graduated in 1902.		Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.		
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					Male.	Female.
					5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
					1	0	11	19	3	3	0	2	3	0	2	1	1	2	4	288	\$394,000	
3294	Creston	High School.	John Foley	1881	1	3	72	80	0	0	1	4	3	3	1	3	1	2	4	100	8,000	
3295	Crete	do	Mrs. Emily K. Manville	1886	1	0	12	15	0	0	0	0	0	0	0	0	0	0	0	80		
3296	Culbertson	do	H. G. Meyer	1886	1	0	17	10	0	0	0	0	0	0	0	0	0	0	0	300		
3297	Carlisle	do	Jos. R. Folk	1898	2	0	22	23	0	0	0	7	0	0	0	2	2	1	2	350	1,200	
3298	Dakota	do	C. J. Fuller	1898	1	0	9	14	41	26	0	0	0	0	0	0	0	0	0	0	3,000	
3299	Danbury	do	R. R. McGee	.....	1	0	16	19	0	0	0	0	1	1	7	7	1	1	4	0	1,200
3300	Davenport	do	W. E. Shutt	.....	1	0	26	55	0	0	0	0	0	0	2	8	1	1	4	180	3,000
3301	David City	do	W. M. Kern	.....	2	1	14	10	0	0	0	1	1	0	4	3	1	1	2	280	1,400
3302	Dawson	do	G. E. Martin	.....	1	0	4	4	42	25	0	2	2	1	4	1	2	1	1	100	1,000
3303	Daykin	do	John Demml	.....	1	0	12	20	0	0	0	0	0	0	1	5	1	2	3	500	7,000
3304	Decatur	do	E. A. Hanson	1891	1	1	20	24	0	0	0	0	0	0	1	6	1	2	3	200	10,000	
3305	Dewitt	do	S. H. Martin	.....	1	0	4	16	0	0	0	0	0	0	0	0	0	0	0	75	3,000
3306	Diller	do	F. D. Miller	1882	1	0	4	8	0	0	0	0	0	0	0	0	0	0	0	0	10,000	
3307	Dodge	do	C. E. Howard	1895	0	2	11	15	62	57	0	1	1	0	2	4	2	2	3	200	12,150	
3308	Doniphan	do	Miss Mary M. Slater	.....	1	0	10	21	0	0	0	0	0	0	0	0	0	0	0	200	2,500
3309	Dorechester	do	Geo. D. Carrington, Jr.	.....	1	0	7	2	70	72	0	2	1	0	4	5	3	3	2	64	3,000
3310	Douglas	do	O. J. Standley	.....	1	0	7	2	70	72	0	2	1	0	4	5	3	3	2	176	3,000
3311	Dunbar	do	Wilson Tout	1890	1	0	8	9	57	50	2	5	1	1	3	1	2	2	0	35	2,700	
3312	Dwight	do	M. M. Smith	.....	1	0	9	7	37	41	0	0	0	0	1	1	1	0	2	143	
3313	Eagle	do	J. W. Gamble	1900	1	0	8	7	32	30	0	0	0	0	7	13	0	0	0	225	35,000	
3314	Edgar	do	Charles L. Coons	.....	1	2	37	56	0	0	0	0	0	0	0	0	0	0	0	105	5,600
3315	Elgin	do	S. C. Lambert	.....	1	0	5	25	0	0	0	0	0	0	0	0	0	0	0	156	
3315	Elkhorn	do	W. W. Elliott	1896	1	0	11	13	0	0	0	0	0	0	0	1	0	0	0	0	0	

NEBRASKA—cont'd.

3465	Scotia	M. H. Carleton	1894	1	18	13	59	41	5	6	6	3	3	200	
3466	Sembler	M. C. French	1892	1	18	24	0	0	2	3	1	2	1	5,000	
3467	Seward	A. L. Shaw	1875	2	27	50	0	0	6	6	3	0	1	10,000	
3468	Shelby	W. M. Phegan	.....	1	0	0	0	0	7	0	1	0	1	2,800
3469	Shelton	S. A. Reasoner	.....	1	2	33	0	0	0	2	3	4	2	2,000
3470	Shickley	T. W. Kelly	.....	1	0	12	13	0	0	0	2	3	2	2,650
3471	Sidney	J. B. Cary	.....	1	1	42	0	0	0	0	5	.....	350	2,000
3472	Silvercreek	M. A. Stams	.....	1	10	46	67	57	4	3	6	4	2	3,000
3473	Sioux	C. P. Bowman	.....	1	16	26	0	0	6	8	.....	.....	125	3,000
3474	Southband	Miss Evva E. Towle	1902	0	4	3	32	42	4	0	.....	.....	50	.....
3475	South Omaha	Nathaniel C. Graham	1887	3	76	147	0	0	6	10	13	22	1	60,000	
3476	Springfield	L. A. Carnahan	.....	1	24	31	0	0	3	3	3	3	4	200
3477	Stanton	H. E. Mason	.....	1	2	11	31	0	1	6	1	1	0	6,500
3478	Staplehurst	C. H. Neucham, jr.	.....	1	0	8	11	45	36	.....	.....	.....	100	14,000
3479	Steele City	W. V. Wymer	.....	1	0	8	16	35	43	.....	.....	.....	100	.....
3480	Stella	C. H. Kindig	1898	1	0	6	10	0	2	2	2	2	2	150	8,000
3481	Stirling	Harry Killen	1885	1	0	18	31	0	0	0	0	0	0	5,000	
3482	Stockville	L. W. Colebank	1885	1	0	6	7	0	0	2	2	0	0	300	11,500
3483	Strang	E. C. Kemble	1889	1	0	8	5	57	55	.....	.....	.....	250	4,700
3484	Stratton	Emil R. Greabedel	1881	1	0	21	21	0	0	0	0	0	0	1,000	
3485	Stromsburg	G. W. Crozier	1880	1	1	20	46	0	0	1	9	4	4	4,000	
3486	Stuart	J. L. Cahill	1887	1	1	20	19	0	0	2	3	2	3	10,000	
3487	Summer	Miss Madge Kay	.....	1	1	5	7	30	41	.....	.....	.....	48	4,000
3488	Superior	V. R. Melucas	.....	2	1	30	56	0	0	2	1	2	8	33,000
3489	Surprise	C. A. Coon	1899	1	0	10	10	60	62	.....	.....	.....	115	3,000
3490	Sutton	C. F. Lehr	1881	1	23	32	0	0	0	.....	.....	.....	600	21,500
3491	Swanton	R. S. Deems	.....	2	0	18	15	47	37	.....	.....	.....	20	1,500
3492	Swanton	W. N. Delzell	1885	2	0	24	29	0	0	1	2	1	1	200	5,500
3493	Table Rock	L. W. Wimberley	1889	1	1	20	24	0	0	0	12	10	5	800	15,000
3494	Talmage	F. E. Morrow	1895	1	0	9	9	0	1	2	7	7	4	125	13,000
3495	Tecumseh	C. N. Anderson	1887	3	0	57	69	0	0	2	250	10,000
3496	Tekamah	W. T. Pouchler	2	0	27	33	0	0	4	750	16,500
3497	Tilden	O. A. Preston	1	0	12	19	0	0	8	3	5	1	200	30,000
3498	Tobins	W. F. Graham	1890	1	2	21	18	0	0	1	0	4	0	300	3,500
3499	Trenton	Walter R. Pate	1889	1	1	20	20	0	0	5	3	4	2	450	6,000
3500	Ulysses	F. A. Hyde	1	1	25	27	0	0	4	6	2	3	50	2,500
3501	University Place	L. E. Stanford	1889	1	0	22	10	0	0	.....	.....	.....	30	10,000
3502	Upland	N. L. Moore	1887	1	0	3	2	43	41	0	1	0	1	20,000	
3503	Utah	Chas. I. Wray	.....	0	13	15	0	0	.....	.....	.....	.....	0	20,000
3504	Valley	W. W. Walters	1898	1	1	28	27	0	0	0	3	0	3	200	5,500
3505	Valparaiso	Miss Jessie G. Wilkins	1884	0	1	11	11	52	22	2	100	10,000
3506	Verdigris	F. C. Marshall	1902	1	0	8	64	71	3	175	6,000
3507	Verton	W. W. Funk	1	0	14	15	0	0	8	12	2	60	6,500
3508	Waco	L. F. Grandy	1	0	3	15	0	0	0	4	2	4	250	4,200
3509	Wahoo	Miss Sue Pillsbury	1873	3	2	70	81	0	0	6	10	4	2	1,200	20,000
3510	Wakfield	Jasper Hunt	1880	1	1	12	13	0	0	1	1	1	3	109	27,000
3511	Waterloo	F. E. Mendenhall	1	0	15	9	0	0	6	2	5	1	600	8,650
3512	Wausa	Miss Jeeta York	0	1	5	13	4	0	1	4	1	2	450	5,300
3513	Waverly	O. R. Bowman	1839	1	0	9	27	37	43	1	2	1	0	200	12,000
3514	Wayne	Miss Lettie M. Leith	1	2	27	77	0	0	3	15

* Statistics of 1900-1901.

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Second-ary in-struct-ors.		Second-ary stu-dents.		Prepar-ing for col-lege.				College prepa-ratory stu-dents in the class that grad-uated in 1902.				Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furni-ture, and scientific apparatus.		
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
NEBRASKA—cont'd.																					
3515	Weeping Water		1880	3	0	25	42	0	0			5	10	2	4	1	2	4	...	100	\$16,000
3516	Western	S. M. Moss	1888	1	1	17	21	0	0	1	5			0	3	0	2	1	...	200	3,000
3517	Western	N. A. Honsel	1888	1	0	12	5	0	0	3	4			7	5	0	2	1	...	200	3,000
3518	Wilcox	D. B. Juckett	1884	1	0	25	30	0	0					8	0	4	0	2	...	200	12,000
3519	Wilcox	H. Jennings	1880	1	0	13	18	0	0	5	6			5	6	5	0	2	...	1,200	5,000
3520	Wilcox	F. L. Carrion	1889	1	0	21	17	31	41	2	1			4	3	2	1	3	...	250	3,000
3521	Windsor	J. J. Burwell	1889	1	0	1	12	0	0									3	...	302	4,000
3522	Windsor	W. W. Vaughn	1884	1	2	21	36	0	0	0	1	2	0	6	8	2	1	4	...	505	18,000
3523	Wood River	W. T. Stockdale	1884	1	2	25	36	0	0					1	4	1	0	4	...	100	11,700
3524	Wymore	Miss Margaret Burrows	1883	2	2	35	61	0	0					1	6			4	...	400	30,000
3525	York	C. W. Corey	1880	2	2	89	102	0	0	15	20			9	14	3	5	4	75	200	25,000
3526	Yutan	C. R. Atkinson	1880	1	0	1	5	60	70	1	2			0	4	0	2	1	...	75	3,000
NEVADA.																					
3527	Austin	T. W. Cowgill		1	0	6	7	46	55	1	0			0	2			3	...	250	8,000
3528	Carson City	H. H. Howe		2	1	25	40	0	0			1	1	5	7	1	1	3	...	150	16,600
3529	Dayton	J. E. Monroe		1	1	10	9	32	31	2	1			1	2	1	0	3	...	25	1,000
3530	Elko	Harry A. Start		1	1	20	31	0	0	0	2			1	8	1	1	4	...	650	15,000
3531	Eureka	School.*		2	3	70	89	0	0	6	13	8	5	3	10	3	6	3	...	250	20,000
3532	Genoa	E. E. Winfrey		1	0	3	5	31	27	0	0			1	2	0	1	3	...	38	1,000
3533	Goldhill	H. Clyde Filley		1	1	7	12	0	0	0	3			1	2	0	1	3	...	200	.....
		A. E. Baugh																	...		.....

3534	Virginia City	do.*	1	2	29	60	0	0	0	4	1	0	2	11	1	4	3	1,200	
3535	Wadsworth	do.*	2	1	20	21	0	0	1	3	3	0	4	7	4	3	3	150	
3536	Winnemucca	do.*	1	0	8	15	60	63	3	5	0	0	4	0	0	3	3	100	
NEW HAMPSHIRE.																			
3537	Amherst	High School	0	2	14	22	4	10								4	4	100	
3538	Antrim	do.*	2	1	18	30	0	0	0	0	0	0	4			4	4	150	
3539	Bath	Union High School	1	0	5	9	39	34								4	4	4,500	
3540	Berlin	High School	1	2	22	36	0	0	3	5	10	7	0	2	0	2	4	50	
3541	Bethlehem	do.*	1	1	6	16	0	0								4	4	13,900	
3542	Canaan	do.*	1	0	2	7	10	10								2	2	250	
3543	Charlestown	do.	1	0	2	8	0	0								3	3	7,000	
3544	Claremont	Stevens High School	1	4	36	46	0	0	1	0	8	6	8	2	2	4	3	700	
3545	Concord	High School*	3	5	65	100	0	0	12	19	10	15	11	29	7	11	216	1,000	
3546	Dover	do.*	2	0	14	3	4	0	16	1	0		5	1	1	0	3	1,500	
3547	Epping	do.*	1	2	47	3	0	0					12	0	0	3	3	125	
3548	Exeter	do.	1	8	18	0	0	0	2	1	0	2	3	1	1	0	3	7,000	
3549	Farmington	do.	1	2	25	18	0	0	3	2	1	0	2	3	1	4	4	334	
3550	Franklin Falls	do.	1	5	25	52	0	0	8	2	6	6	9	11	5	3	4	150	
3551	Goffstown	High School	1	1	14	26	0	0	0	2	1	0	1	1	5	1	4	500	
3552	Gorham	do.	1	2	11	28	0	0	0	4	1	0	1	1	5	1	0	40	
3553	Greenland	do.	0	1	14	8	0	0								4	4	3,000	
3554	Groveton	do.	1	1	10	15	0	0	1	0	1	0	1	2	1	1	0	60	
3555	Hampton	Academy and High School	1	3	27	41	0	0	1	0			2	1	1	0	4		
3556	Hanover	High School	3	1	22	27	0	0	10	3	6	0	1	1	1	0	4	500	
3557	Haverhill	Academy	1	1	9	10	0	0								4	4	150	
3558	Henniker	High School	1	2	17	10	19	26					5	3	0	3	4	50	
3559	Hillsboro Bridge	High School*	2	1	7	22	0	0					3	4	5	2	2	8,500	
3560	Hinsdale	do.	2	3	20	40	0	0	2	2	4	2	4	2	6	2	5	19,000	
3561	Hollis	do.*	1	0	8	18	13	12					1	6		4	4	300	
3562	Jefferson	do.	0	2	8	9	9	9	1	1						4	4	400	
3563	Keene	do.	3	4	75	100	0	0	8	15	3	4	8	15	3	4	600		
3564	Laconia	do.	2	3	41	74	0	0	9	8	3	1	3	14	3	4	300		
3565	Lancaster	Academy and High School	1	2	20	34	0	0	8	13	9	15	3	6	2	0	4	25,000	
3566	Lisbon	High School	1	4	25	39	0	0	5	6	11	16	5	9	5	7	4	600	
3567	Littleton	do.	5	11	58	46	0	0					2	1	3	3	500		
3568	Manchester	do.*	5	11	190	275	0	0	30	35	24	16	19	50	13	10	30	700	
3569	Marlboro	do.	1	0	8	16	0	0								3	3	350,000	
3570	Meredith	do.	1	0	14	15	0	0					1	0	2	3	3	375	
3571	Millford	do.	1	0	4	54	0	0	2	2	8	4	9	13	1	3	4	300	
3572	Millton Mills	do.*	1	0	4	11	6	9								4	4	8,000	
3573	Nashua	do.	1	0	7	109	134	0	7	9	25	15	13	21	9	5	4	1,330	
3574	New Boston	do.*	0	1	17	12	0	0								4	4	125,000	
3575	Newmarket	do.*	2	3	12	14	0	0					1	0	2	1	50	20,000	
3576	Newport	do.*	2	3	39	45	0	0	8	7	3	1	7	6	1	3	4	300	
3577	Newton	High School	1	0	10	10	0	0	1	0	1	1	1	1	1	1	4	300	
3578	Peterboro	do.*	1	2	19	23	0	0	1	1	1	1	1	3	2	1	4	50	

* Statistics of 1900-1901.

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Second-ary in-struct-ors.		Second-ary stu-dents.		Element-ary stu-dents.		Preparing for college.				College prepar-atory stu-dents in the class that gradu-ated in 1902.		Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furni-ture, and scientific apparatus.		
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
NEW JERSEY—con.																					
3646	Newark	Charles A. Colton, E. M.	1885	13	0	250	22	0	0	0	2	12	0	18	0	4	0	5	1,350	\$80,000	
3647	New Brunswick	I. A. Lee, M. Sc.	1863	5	4	132	132	0	0	0	2	12	0	4	15	4	0	4	2,000	8,000	
3648	New Providence	Walter J. Decker	.....	1	0	32	31	0	63	.....	.....	.....	.....	7	9	.....	.....	3	600	8,000
3649	Newton	Chas. J. Major	.....	1	2	32	51	0	0	.....	.....	.....	.....	0	2	.....	.....	3	1,500	50,000
3650	Nutley	Albert B. Meredith	.....	3	3	10	26	6	16	.....	.....	.....	.....	3	0	4	.....	.....	250	12,000
3651	Orange	William M. Swingle	1873	4	8	95	107	45	42	5	2	12	10	16	22	6	2	4	800	50,000	
3652	Palmyra	Nelson L. Kory	.....	1	1	10	23	0	0	.....	.....	.....	.....	0	2	.....	.....	3	350	55,000
3653	Passaic	M. H. Small	1870	4	7	134	188	0	0	.....	.....	.....	.....	11	17	7	6	5	550	35,000
3654	Patterson	J. A. Reinher	1870	6	11	215	431	0	0	17	23	27	4	17	47	7	6	4	183	45,000	
3655	Perth Amboy	Miss Mary E. Vaughan	1891	3	1	67	77	0	0	8	6	14	14	6	5	4	0	4	.....	.....
3656	Plainfield	Miss Susie E. Gless	1892	4	6	53	60	0	0	.....	.....	.....	.....	3	12	.....	.....	4	2,079	.....
3657	.....do	I. W. Travell	1868	3	7	106	173	0	0	15	16	34	44	9	18	9	18	4	1,500	30,000
3658	Port Republic	W. L. Kohn	.....	1	0	5	15	17	.....	.....	.....	.....	.....	5	5	.....	.....	2	600	1,200
3659	Princeton	J. M. Arnold	1900	2	2	22	24	0	0	3	1	9	12	2	2	2	2	4	650	50,000	
3660	Rahway	Wm. O. Robinson	1873	1	3	27	44	0	0	.....	.....	.....	.....	4	8	1	2	4	215	.....
3661	Ramsey	Willard A. Stowall	.....	1	0	14	18	0	0	.....	.....	.....	.....	3	6	0	1	1	625	8,200
3662	Redbank	S. V. Arrowsmith	.....	1	7	64	57	0	0	.....	.....	.....	.....	3	6	0	1	4	.....	.....
3663	Redwood	B. C. Wooster	1895	2	2	18	28	0	0	5	2	8	0	17	11	5	2	3	1,000	50,000	
3664	Rockaway	G. E. Genard	1894	1	2	12	35	0	0	.....	.....	.....	.....	0	5	0	1	4	475	12,000
3665	Roselle	George S. Ellis, Ph. B.	.....	1	2	12	19	0	0	2	4	3	2	0	2	0	2	3	125	15,000
3666	.....do	David Davis	.....	1	0	7	15	0	0	1	0	0	0	1	8	1	0	2	300	15,000

3667	Rutherford	High School.	1898	2	2	35	62	0	0	0	0	0	0	3	0	0	3	1,100
3668	Secochains	do.		1	1	10	15	0	0	0	0	0	0	4	0	0	4	1,000
3669	Seville	do.		1	0	7	0	0	0	0	0	0	0	4	0	0	4	1,500
3670	Southville	do.	1890	1	0	7	0	0	0	0	0	0	0	4	0	0	4	1,500
3671	Southville	do.		2	4	22	71	10	30	0	5	6	0	0	0	0	0	400
3672	South Orange	do.		2	2	30	35	0	0	0	4	5	0	4	0	0	0	1,050
3673	Summit	do.		3	6	47	68	0	0	6	4	2	0	11	5	2	0	65,000
3674	Swarthboro.	do.		3	5	25	35	0	0	2	3	2	0	7	2	0	4	1,500
3675	Tenafly	do.		1	0	17	12	0	0	0	0	0	0	2	3	0	0	318
3676	Tenafly	do.		1	0	0	7	123	132	0	0	0	0	7	0	0	0	9,000
3677	Toms River	do.	1874	6	15	222	407	0	0	0	0	0	0	22	4	25	65	15,000
3678	Trenton	do.		11	13	59	122	0	0	8	3	21	11	12	22	5	3	600
3679	Union	do.		1	0	9	3	51	51	0	0	0	0	1	2	0	0	4,500
3680	Vineland	do.		2	5	54	68	0	0	3	4	8	0	1	0	1	0	330
3681	Washington	do.	1882	1	1	28	53	0	0	0	0	3	1	1	5	1	0	1,500
3682	Weehawken	do.	1888	6	5	92	114	0	0	0	0	4	4	8	17	4	4	600
3683	West Hoboken	do.	1897	3	0	32	54	0	0	0	0	0	0	4	12	0	0	1,400
3684	West Orange	do.	1893	3	3	35	49	0	0	4	8	13	20	3	0	1	3	1,000
3685	Woodbridge	do.	1876	1	3	16	31	0	0	0	1	0	2	7	1	0	0	316
3686	Woodbury	do.		0	2	12	31	0	0	0	1	2	0	0	0	0	0	730
3687	Woodstown	do.		2	1	15	30	0	0	0	0	0	0	1	6	0	0	45,000
3688	Albuquerque	High School.	1891	1	3	36	57	0	0	10	15	3	0	0	0	0	0	3,000
3689	Carlsbad	do.	1886	2	0	11	17	0	0	0	0	0	0	3	0	0	0	20,000
3690	Deming	do.	1890	2	0	20	21	0	0	10	11	4	0	4	1	2	1	500
3691	East Las Vegas	do.	1840	6	3	26	19	0	0	0	2	1	2	1	2	1	0	40
3692	Gallup	do.		0	0	0	0	0	0	0	0	0	0	4	1	0	0	15,000
3693	Raton	do.		2	1	12	34	0	0	0	0	0	0	4	1	0	0	540
3694	Roswell	do.	1896	8	0	70	0	23	0	3	0	2	0	3	0	1	0	800
3695	Santa Fe.	do.	1899	2	1	12	18	0	0	1	1	5	3	1	3	1	3	3,000
3696	Adams	High School.	1899	2	2	60	70	0	0	8	10	3	5	6	7	4	5	1,000
3697	Alfson	do.		1	4	41	63	0	0	3	0	20	25	4	4	4	4	550
3698	Alfson	do.		1	2	25	33	0	0	3	0	0	0	2	1	0	0	4,000
3699	Albany	do.	1868	9	16	270	430	0	0	0	0	0	0	38	68	0	0	21,000
3700	Albany	do.		3	6	73	122	0	0	4	2	10	8	8	3	1	4	4,500
3701	Alexander	do.	1836	1	1	16	14	33	35	0	1	0	1	2	1	0	0	1,410
3702	Alexandria Bay	do.	1898	1	2	25	36	0	0	1	1	0	1	2	1	1	0	9,320
3703	Allegany	do.	1891	1	1	12	15	55	47	0	2	3	0	2	2	1	4	670
3704	Altmar	do.	1900	1	2	25	35	0	0	0	0	0	0	2	2	0	0	1,186
3705	Amityville	do.		3	5	110	112	0	0	0	0	0	0	3	3	2	4	1,585
3706	Amsterdam	do.		3	5	110	112	0	0	0	0	0	0	10	12	5	3	700

* Statistics of 1900-1901.

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Second-ary in-struct-ors.		Second-ary stud-ents.		Students.						Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.				
				Male.	Female.	Male.	Female.	Preparing for college.		Gradu-ates in the class that grad-u-ated in 1902.		Male.	Female.								
								Male.	Female.	Classi- cal course.	Sci-entific course.							Male.	Female.		
				5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
NEW YORK—cont'd.																					
3774	Clyde	H. N. Tolman	1834	1	5	51	76	0	0	0	0	0	0	4	3	1	0	4	2,225	\$38,350	
3775	Glymer	La Verne L. Baker	1899	1	0	7	33	42	0	0	0	0	0	0	0	0	0	4	257	3,500	
3776	Cobleskill	W. H. Ryan, A. M.	1888	1	5	50	62	0	7	3	25	18	2	11	1	1	1	4	2,000	43,000	
3777	Coloes	W. Carlton Tift	1888	1	3	29	69	0	15	5	3	0	2	16	0	0	0	4	1,400	23,360	
3778	Coldspring	Otis Montrose	1899	1	2	22	19	0	0	2	3	0	1	9	1	1	1	4	2,696	41,675	
3779	Cooperstown	W. D. Johnson	1870	1	5	41	90	0	0	0	0	0	0	14	11	9	7	4	5,355	30,000	
3780	Copenhagen	F. A. Walker	1870	1	1	19	32	0	1	2	0	0	0	0	1	0	1	4	2,270	5,360	
3781	Cornu	La Fayette Clapp	1896	1	1	15	16	0	0	0	0	0	0	4	4	2	2	4	550	6,000	
3782	Cornith	A. M. Hollister, A. M.	1896	1	3	40	70	0	0	0	4	3	3	9	3	3	2	4	1,290	45,000	
3783	Corning	Leigh R. Hunt	1873	1	4	73	73	0	7	1	20	5	12	5	12	5	4	4	870	100,000	
3784	Corning	A. M. Bloodgett	1899	1	3	25	60	0	0	2	1	2	1	4	4	1	2	4	800	24,288	
3785	Cornwall-on-Hudson	Fred Carleton White	1897	2	2	21	45	0	0	1	3	0	1	4	2	2	3	4	1,247	23,700	
3786	Cortland	F. E. Smith	1893	1	4	69	73	0	0	2	6	2	0	9	10	2	6	4	1,658	60,000	
3787	Coxsackie	Geo. Wm. Fairgrieve, A. M.	1897	1	2	38	27	0	0	1	5	3	3	3	3	1	3	4	1,300	26,000	
3788	Crownpoint	Eugene M. Sanders	1899	1	1	3	21	47	41	1	2	0	4	1	3	1	3	4	600	6,500	
3789	Cuba	W. D. Hewes	1892	2	2	29	45	0	0	0	5	4	4	3	1	2	4	4	512	20,000	
3790	Dausville	Edward J. Bonner, A. M.	1897	1	4	38	84	0	1	0	0	1	5	7	0	0	4	4	210	30,000	
3791	Deport	Wm. L. Harris, A. B.	1897	1	3	75	60	0	0	3	2	5	3	6	3	4	4	4	3,000	24,200	
3792	Deruyter	Emmet C. Miller	1897	1	2	18	29	0	0	3	2	3	0	3	2	3	0	4	1,825	7,000	
3793	Doyleville	James Eegenberger	1895	1	2	29	22	0	0	0	0	0	0	6	2	3	0	4	750	18,000	
3794	Dryden	Geo. Clark, Jr.	1895	1	2	16	26	0	0	1	3	1	0	0	2	3	0	4	631	8,600	
3795	Dundee	D. B. Smith	1898	1	3	40	60	0	0	7	3	0	0	0	0	0	4	4	600	5,000	

3796	Dunkirk	do	Evans S. Parker, M. A.	3	6	1	81	131	0	0	0	2	11	7	0	1	4	75,170
3797	East Hill	do	K. M. Markham	1	1	5	25	25	0	0	0	0	2	0	0	1	4	500
3798	East Hill	do	C. L. McGowan	1	4	46	74	0	0	0	1	3	16	3	0	4	4	4,000
3799	East Hill	do	Fredrick B. Jones, M. A.	1	2	20	27	0	0	0	2	3	2	0	0	4	6,000	
3800	East Pembroke	do	H. Wm. Dyer	1	1	15	38	48	59	2	2	4	4	0	4	4	700	
3801	East Syracuse	do	S. R. Brown	1	4	20	50	0	0	0	4	4	4	0	4	4	2,458	
3802	Hamden	do	Charles W. Dunn	1	1	23	27	45	47	1	1	1	0	3	0	1	700	
3803	Hamden	do	John W. Chandler	1	4	22	59	0	0	2	2	0	7	0	1	4	1,218	
3804	Hamden	do	Clifton J. Melrose	1	2	22	36	0	0	2	0	1	4	1	0	4	1,244	
3805	Hamden	do	Ernest B. Luree	1	1	26	26	48	40	4	3	5	4	2	4	1	1,000	
3806	Hamden	do	Howard J. Conant	3	14	292	385	19	20	0	0	0	18	3	0	3	3,365	
3807	Hamden	do	H. G. Bishop	1	1	15	35	0	0	0	0	0	3	0	0	4	482	
3808	Hamden	do	Arthur C. Simmons, A. B.	1	4	40	72	0	0	0	6	12	13	2	9	4	619	
3809	Falconer	do	J. S. Wright	1	4	22	12	0	0	5	3	1	2	5	1	4	753	
3810	Falconer	do	Sauford J. Ellsworth	2	4	31	48	0	0	0	0	2	7	0	2	4	14,535	
3811	Falconer	do	D. B. Williams	1	2	20	50	0	0	0	0	0	1	9	1	5	1,060	
3812	Fishkill	do	Edward B. Du Mond	1	3	19	17	54	57	1	3	0	1	3	0	2	2,006	
3813	Fishkill-on-Hudson	do	Wm. J. Miller	1	3	22	44	0	0	0	5	1	3	2	1	4	651	
3814	Florida	do	G. C. Schable	2	16	145	181	0	0	0	15	17	19	0	8	7	835	
3815	Flushing	do	John Holley Clark, A. M.	1	2	18	38	0	0	0	0	3	7	0	4	4	16,100	
3816	Fonda	do	E. B. Robbins	1	3	54	66	0	0	0	1	4	3	7	2	4	3,531	
3817	Forestville	do	A. C. Anderson	1	2	15	34	0	0	0	0	2	2	5	4	4	22,150	
3818	Fort Covington	do	J. Leslie Cummings	1	2	25	28	0	0	0	1	4	3	3	2	4	1,411	
3819	Fort Edward	do	W. S. Coleman	1	3	31	25	0	0	0	1	4	2	3	2	4	9,100	
3820	Fort Plain	do	Howard Gray	1	4	31	30	0	0	0	1	0	2	1	2	1	3,000	
3821	Frankfort	do	Fredk. J. Madden	1	3	23	37	0	0	0	5	3	2	1	1	4	1,019	
3822	Franklinville	do	Hamilton Terry	1	3	48	67	0	0	0	3	5	1	2	3	1	400	
3823	Frewsburg	do	George R. Raynor	1	1	17	24	0	0	0	2	0	0	2	0	0	500	
3824	Fulton	do	B. G. Clapp	4	8	147	179	0	0	0	0	0	11	12	4	3	480	
3825	Fultonville	do	Henry Wheaton	1	1	12	22	0	0	1	1	0	0	4	4	4	600	
3826	Gainesville	do	Glen B. Hoag	1	1	4	13	48	32	0	1	0	0	0	0	0	1,250	
3827	Geneva	do	W. H. Truesdale	3	9	135	194	0	0	0	24	20	14	20	10	6	4,333	
3828	Gilbertsville	do	Harvey M. Dunn	1	10	77	153	24	31	0	0	2	2	0	0	4	6,818	
3829	Glens Falls	do	Archibald J. Matthews	2	9	127	202	0	0	0	37	18	22	13	2	11	1,200	
3830	Gloversville	do	Geo. H. MacAndrew, M. A.	1	4	35	60	17	17	5	6	2	8	2	2	3	4,540	
3831	Goshen	do	H. De W. De Groot	2	5	40	145	0	0	0	4	6	2	9	11	4	1,701	
3832	Gouverneur	do	Robert W. Hughes	1	2	39	47	0	0	0	0	0	2	6	0	4	1,009	
3833	Granville	do	Raymond E. Brown	1	3	23	34	0	0	0	8	12	9	15	5	4	1,394	
3834	Greene	do	John W. Lamphard, A. B.	1	2	35	45	0	0	0	1	2	11	2	2	4	2,050	
3835	Greenwich	do	C. W. Morrey, Ph. B.	1	4	30	40	0	0	0	1	1	8	4	1	0	2,725	
3836	Greton	do	C. W. Vaneght, A. M.	2	2	50	40	0	0	0	1	0	1	4	1	1	1,025	
3837	Hamburg	do	Benj. G. Estes	1	2	40	100	0	0	0	1	0	3	4	1	0	1,977	
3838	Hamilton	do	Charles H. Van Tuyl	1	0	15	17	30	30	0	0	0	0	0	0	3	1,975	
3839	Hamilton	do	A. D. Wedlicher	1	2	47	55	0	0	0	2	1	5	0	2	4	3,000	
3840	Hammondsport	do	Myron C. Hoag	1	4	30	50	0	0	0	0	2	12	2	0	4	2,400	
3841	Hammondsport	do	C. V. Bookholt	1	8	28	35	0	0	0	5	17	8	11	4	3	1,220	
3842	Hempstead	do	Ezra Fred Knapp	1	5	38	55	0	0	0	0	0	2	7	1	6	1,236	
3843	Herkimer	do	Aldon J. Merrill	2	5	40	77	0	0	0	5	8	7	13	3	4	1,400	
3844	Herkimer	do	Earl W. Scripser	1	1	17	20	45	48	0	0	0	0	0	0	2	3,770	
3845	Heron	do		1	1	1	1	20	45	0	0	0	0	0	0	2	525	

* Statistics of 1900-1901.

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2.—Continued.

State and post-office.	Name	Principal	Date of establishment.	Second-ary in-struct-ors.		Second-ary stu-dents.		Prepar-ing for college.						College prepar-atory stu-dents in the class that gradu-ated in 1902.		Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furni-ture, and scientific apparatus.
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
NEW YORK—cont'd.																			
3846	Highland			1	0	11	20	0	0	3	0							720	\$5,000
3847	Highland Falls	Union School		3	1	20	21	0	0			4	0	4	4			435	30,000
3848	Hinsdale	Union School	1898	1	0	5	7	25	33			4	0	2	2			835	5,000
3849	Hobart	High School	1897	1	1	23	30	0	0									908	3,400
3850	Holland Patent	D. Howard Naylor	1896	1	2	42	54	0	0	4	4	0	0	9	10	4	2	1,657	10,000
3851	Holley	H. D. Bartlett	1898	1	2	44	65	0	0	7	7	2	0	4	3			1,925	21,000
3852	Homer	Academy and Union School.	1869	2	3	46	51	0	0	3	2	3	0	8	2	4	0	3,000	47,025
3853	Honeoye	Union School		1	1	5	16	52	33	2	0			2	1	2	0	525	5,670
3854	Hoosick Falls	H. H. Suell		2	4	84	110	0	0					5	7	1	3	2,531	69,350
3855	Hornellsville	Elmer S. Redman	1880	2	10	134	188	0	0	30	25			11	19	11	19	2,167	128,000
3856	Horseheads	Geo. Turner Miller	1898	1	2	40	50	0	0	1	3			3	8	3	1	1,028	25,300
3857	Howard	Bert Van Wie		1	0	4	1	24	23									778	2,600
3858	Hudson	F. J. Sagen dorph, A. M.	1884	1	5	55	81	0	0	0	2	3	0	3	7			908	19,732
3859	Huntington	Arthur E. Chase		1	5	38	69	0	0	2	3	5	3	4	2	1	1	1,053	41,625
3860	Ilion	R. A. Mac Donald	1872	3	2	54	46	0	0	5	6	10	0	3	3	3	2	2,179	16,430
3861	Irvington	do	1895	1	5	18	23	0	0	1	2	1	0	3	3	1	0	5,962	24,460
3862	Islip	Matthew I. Hunt		6	11	289	379	19	35					83	40	33	18	1,915	118,000
3863	Ithaca	F. D. Boynton		4	18	134	184	0	0	19	30	10	7	4	10			2,300	86,950
3864	Jamaica	Charles J. Jennings		2	10	252	286	23	31	12	9	13	8	16	22	8	5	4,845	86,950
3865	Jamestown	Milton J. Fletcher	1868	1	8	55	141	0	0	6	9	23	39	8	10	2	0	8,107	20,500
3866	Johnstown	Alvin A. Lewis		1	4	39	41	0	0	3	1	0	0	3	5	1	1	1,376	20,500
3867	Jordan	Arthur C. Vane		1	4	39	41	0	0	3	1	0	0	3	5	1	1	1,376	20,500
3868	Keeseville	Ernest E. Hinman		1	3	25	25	0	0	3	1	1	0	1	2	1	0	1,874	10,730

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Students.												Value of grounds, buildings, furniture, and scientific apparatus.				
				Second-ary in-struct-ors.		Second-ary stu-dents.		El-emen-tary stu-dents.		Prepar-ing for col-lege.				Col-lege pre-pa-ri-ary stu-dents in the class that grad-u-ated in 1902.			Length of course in years.	Number in military drill.	Number of volumes in the library.	22
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.						19	20	21
NEW YORK—cont'd.																				
3379	Port Jefferson	High School.	1840	1	1	22	20	0	0	3	2							543	\$19,000	
3380	Port Jervis	do.	1840	2	5	83	145	0	0	1	0	9	6	10	12	1	0	509	25,080	
3381	Port Leyden	do.	1882	1	1	18	35	0	0	2	0	1	3	5	2	3	4	1,043	7,178	
3382	Portville	Union School	1856	1	1	12	19	0	0	2	0	1	0	2	1	0	4	1,026	4,000	
3383	Poughkeepsie	High School.	1856	6	10	206	273	0	0	3	9	4	0	29	36	7	9	431	80,000	
3384	Prattsburg	Franklin Academy and Prattsburg High School.	1823	1	2	41	52	0	0	2	1			6	13	2	0	3,000	12,000	
3385	Pulaski	Union School and Academy.	1892	2	4	59	80	0	0	12	10	8	1	16	10	8	5	2,500	15,000	
3386	Redeek	Union Seminary.	1840	1	2	33	30	35	37	2	2							450	7,000	
3387	Keokuk	High School.	1886	1	0	20	35	0	0	1	1	1	0	1	4	1	1	461	4,680	
3388	Rhinebeck	do.	1896	1	2	16	20	41	60	5	1			3	1	1	3	331	13,340	
3389	Richburg	do.	1896	1	2	16	20	41	60	5	1			3	1	1	3	1,200	10,300	
3390	Richfield Springs	do.	1896	1	4	73	123	0	0	3	4			8	12	0	4	1,000	25,000	
3391	Ripley	do.	1896	1	1	11	23	0	0	3	4			0	2	0	4	577	25,000	
3392	Riverhead	do. *	1859	1	2	36	43	0	0	39	10	41	14	36	66	24	11	650	55,000	
3393	Rochester	do.	1859	11	34	952	683	0	0	8	5	5	0	4	6	1	3	2,688	176,500	
3394	Rockville Center	South Side High School.	1891	1	3	27	32	0	0	8	5	0	4	6	1	3	4	2,500	50,000	
3395	Rome	High School.	1869	1	7	99	129	7	5	1	1	2	2	4	17	4	0	1,700	.....
3396	Roundlake	Union School	1901	1	1	25	24	28	24	2	1	2	1	3	1	2	1	876	15,000	
3397	Rouse Point	do.	1867	1	2	5	16	0	0	1	1	1	1	1	1	1	1	1,745	10,645	
3398	Rushford	High School.	1867	1	1	15	25	0	0	3	3			0	2	0	4	600	8,000	
3399	Rushville	Union School.	1867	1	1	9	11	0	0	0	2			0	3	0	1	499	15,000	

4000	Sag Harbor.....	High School.....	1901	2	5	11	35	0	0	0	1	3	2	2	1	2	1	0	4	1,450
4001	St. Johnsville.....	do.....	1898	1	1	2	14	36	0	0	0	0	3	1	0	6	0	1	4	2,073
4002	St. Regis Falls.....	Union School.....	1881	1	5	18	22	0	0	0	1	4	1	1	2	0	3	0	4	1,015
4003	Salamanca.....	High School.....	1875	1	3	18	121	0	0	0	1	0	3	3	10	3	0	4	2,564	
4004	Salem.....	Washington Academy.....	1875	1	2	29	40	0	0	0	1	0	3	3	4	0	3	4	1,700	
4005	Sandy Creek.....	High School.....	1892	1	3	43	45	0	0	0	2	3	1	1	4	1	0	4	1,000	
4006	Sandy Hill.....	do.....	1868	1	6	31	97	0	0	0	0	2	6	0	5	13	2	3	3,115	
4007	Saratoga Lake.....	do.....	1868	1	4	49	70	0	0	0	7	2	2	0	3	0	1	4	2,000	
4008	Saratoga Springs.....	do.....	1897	1	6	65	130	0	0	0	25	40	6	23	3	12	4	4	750	
4009	Saugerties.....	do.....	1897	1	3	27	47	0	0	4	3	5	3	0	9	0	7	4	3,665	
4010	Savannah.....	Union School.....	1895	1	1	18	16	21	16	4	0	1	0	1	0	1	0	4	325	
4011	Saxtonville.....	High School.....	1897	1	1	21	29	0	0	3	2	2	0	6	3	0	4	1,546		
4012	Saxtonville.....	Union School.....	1893	1	1	13	25	0	0	5	4	0	0	0	0	0	0	4	587	
4013	Saxtonville.....	High School.....	1888	1	2	23	27	0	0	0	14	16	23	33	9	11	8	5	730	
4014	Schenectady.....	Union Classical Institute.....	1888	1	2	40	128	0	0	0	3	0	0	0	2	6	0	4	1,412	
4015	Schenectady.....	High School.....	1855	4	8	98	47	0	0	0	0	0	0	0	0	0	0	4	1,000	
4016	Schoharie.....	do.....	1895	1	2	15	35	0	0	0	2	0	0	0	0	0	0	4	1,400	
4017	Schoharie.....	Union School.....	1895	1	1	26	12	25	39	0	0	0	0	0	0	0	0	4	375	
4018	Schoharieville.....	High School.....	1876	2	2	42	50	0	0	0	4	3	0	0	4	4	3	4	850	
4019	Schoharieville.....	Union High School.....	1898	1	2	27	30	0	0	0	0	0	0	0	0	0	0	0	2,275	
4020	Schenoa Falls.....	Mynduse Academy.....	1867	0	6	60	102	0	0	0	10	18	4	15	4	6	4	6	650	
4021	Schenoa Springs.....	Union School.....	1895	1	0	8	6	68	60	0	0	0	0	2	5	2	0	1	1,290	
4022	Sherburne.....	High School.....	1840	1	2	16	30	0	0	4	1	0	0	0	0	0	0	0	1,620	
4023	Sherburne.....	do.....	1898	1	2	39	47	0	0	0	0	0	0	0	0	0	0	0	700	
4024	Sherburne.....	do.....	1897	2	0	21	31	0	0	0	5	1	4	3	1	0	4	1	1,200	
4025	Sidney.....	do.....	1887	1	3	18	50	0	0	1	6	4	2	0	1	0	1	4	450	
4026	Silvercreek.....	do.....	1875	1	3	40	55	0	0	12	8	6	3	2	5	2	3	1	2,819	
4027	Sloatville.....	do.....	1897	1	2	15	22	0	0	0	0	4	0	0	4	1	2	0	600	
4028	Sloatville.....	do.....	1868	1	4	46	59	0	0	0	3	2	0	0	3	2	1	4	1,572	
4029	Sloatville Falls.....	Union School.....	1872	1	0	13	12	28	31	0	0	0	0	0	0	0	0	0	713	
4030	Solvay.....	High School.....	1891	1	3	21	25	0	0	0	8	12	0	6	1	4	1	4	1,200	
4031	Southampton.....	do.....	1894	1	2	32	38	0	0	0	5	3	1	3	1	1	4	4	1,200	
4032	South Glens Falls.....	do.....	1894	1	2	10	17	0	0	0	2	0	0	0	4	2	1	4	1,107	
4033	South New Berlin.....	Union School and Acad- emy.....	1889	1	0	21	17	35	50	0	1	1	0	0	0	0	0	0	633	
4034	Spencer.....	High School.....	1901	1	1	26	28	0	0	0	2	3	4	3	2	3	2	2	4	500
4035	Springville.....	Griffith Institute.....	1901	1	7	60	92	0	0	2	0	15	10	8	19	8	0	4	1,300	
4036	Stamford.....	Seminary.....	1884	1	3	50	60	0	0	0	3	14	5	3	2	2	0	1	50	
4037	Sullivan.....	High School.....	1884	1	1	14	20	0	0	0	0	1	2	0	0	0	0	4	1,400	
4038	Syracuse.....	do.....	1855	8	36	670	921	0	0	0	61	91	0	61	91	0	0	4	5,106	
4039	Tarrytown.....	Washington Irving High School.....	1896	2	3	40	50	0	0	0	4	5	2	3	6	8	2	4	3,000	
4040	Theressa.....	High School.....	1899	1	1	28	35	0	0	0	0	1	0	0	5	0	0	4	500	
4041	Ticonderoga.....	do.....	1899	3	4	47	68	0	0	0	10	20	2	8	2	5	4	4	771	
4042	Tioga Center.....	Union School.....	1899	1	0	7	27	21	0	0	0	0	0	3	1	0	1	2	420	
4043	Touawanda.....	High School.....	1894	7	8	169	93	0	0	1	2	5	0	0	0	0	0	4	1,700	
4044	Troy.....	do.....	1854	1	4	49	294	0	0	0	16	7	0	16	41	9	6	4	2,453	
4045	Trumansburg.....	Union and High School.....	1890	1	3	30	40	0	0	0	5	4	0	1	3	6	2	4	3,000	
4046	Tully.....	High School.....	1898	2	3	29	40	0	0	0	1	0	1	5	15	17	0	4	3,002	
4047	Unadilla.....	Union School and Acad- emy.....	1833	1	2	32	44	0	0	0	3	0	2	0	4	6	0	4	2,878	

* Statistics of 1900-1901.

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Second-ary in-struct-ors.		Second-ary stu-dents.		Prepar-ing for college.				College prepar-atory stu-dents in the class that grad-uated in 1902.		Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furni-ture, and scientific apparatus.	
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					Male.	Female.
NEW YORK—cont'd.																		
4018	Union	J. L. Lusk	1884	1	2	35	45	0	0	2	5	0	0	0	0	0	1,600	60,000
4019	Union Springs	Jesse C. Bell	1880	1	2	30	30	0	0	1	0	3	0	1	7	0	1,500	17,400
4050	Utica	Arthur L. Goodrich, A. B.	1843	7	11	920	907	0	0	47	28	0	0	25	23	12	2,355	200,000
4051	Valatie	Whitrop L. Mills		1	3	24	22	0	0	2	2	0	0	1	2	1	1,600	12,500
4052	Vernon	J. Earl Carmichael		1	3	30	30	0	0	0	0	6	1	0	4	1	1,816	16,000
4053	Victor	Edward J. Rowe	1883	1	2	35	41	0	0	3	0	0	0	3	2	1	247	14,610
4054	Waddington	Geo. H. Nulty		1	1	14	17	0	0	0	0	3	0	3	2	0	375	6,175
4055	Walton	James R. Fairgrave	1868	1	5	65	101	0	0	17	13	4	0	8	8	4	2,500	60,000
4056	Wappingers Falls	Samuel Mansfield		1	1	3	6	0	0	0	0	0	0	2	2	0	710	14,459
4057	Warrensburg	Ezra W. Benedict		1	3	12	15	0	0	1	1	0	0	0	1	0	1,527	57,862
4058	Warsaw	Geo. W. Glasser	1897	2	3	60	80	0	0	16	22	10	8	3	12	3	14,193	50,000
4059	Warwick	L. W. Hoffman		1	3	20	35	0	0	6	12	0	0	6	0	3	1,900	42,000
4060	Washingtonville	Louis R. Herzog		1	2	18	20	0	0	0	0	0	0	2	3	0	400	12,000
4061	Waterford	John W. Currie, A. B.	1872	1	3	40	55	0	0	8	6	2	0	3	4	0	3,000	35,000
4062	Waterloo	H. T. Skerritt	1843	2	4	51	80	0	0	1	5	7	2	10	1	5	1,080	35,000
4063	Waterport	Morell B. Baker		1	1	12	15	30	40	0	25	15	30	2	16	30	615	2,800
4064	Watertown	G. M. Jones	1869	2	10	164	263	0	0	10	5	4	1	4	7	4	3,500	30,000
4065	Waterville	Curtis Miller, Jr.	1872	2	2	56	64	0	0	2	0	0	0	4	4	0	500	30,000
4066	Watervet	James A. Ayers, M. A.	1899	1	2	34	26	0	0	0	0	0	0	0	0	0	75	30,000
4067	Watkins	Samuel S. Johnson	1863	2	3	56	99	0	0	2	0	5	0	8	5	0	389	40,000
4068	Waverly	H. J. Walter, Ph. M.	1871	2	4	39	55	0	0	2	8	10	2	11	2	6	1,100	20,000
4069	Webster	E. E. Collier	1897	1	4	39	55	0	0	2	8	10	2	11	2	6	1,100	20,000
4070	Wedgesport	Lazell R. Hopkins	1858	1	3	41	71	0	0	0	0	4	6	11	6	1	1,641	10,000

4071	Wellsville	do. *	Lewis W. Craig	1	4	29	86	0	0	0	1	4	10	2	17	0	3	4	940
4072	Westerville	Union School *	Harmon Van Arman	3	100	3	72	0	24	34	1	2	25	9	8	9	3	1	1,500
4073	Westfield	do.	Preston K. Pettison	1	30	10	15	0	15	0	1	2	20	9	8	9	3	4	2,616
4074	West Hebron	do.	Geo. E. Bairdwh.	1855	1	20	20	15	25	1	0	1	1	2	1	0	0	4	350
4075	Westport	High School.	Edward W. Ames	1	2	39	30	0	1	1	1	1	0	6	13	3	1	4	250
4076	West Winfield	do.	George L. Bennett	2	0	20	40	0	0	0	2	2	1	2	5	2	5	4	1,000
4077	Whitehall	do.	Miss Mary M. Humphrey	0	4	58	69	0	0	0	2	1	0	2	5	2	5	4	1,500
4078	Whiteplains	do.	G. H. McNair, Pd. D.	1884	3	4	116	0	18	34	16	20	12	17	7	6	4	4	1,500
4079	Whitesboro	do.	Geo. G. Bailey	1	2	20	41	0	0	0	3	0	2	0	2	0	3	3	1,600
4080	Whitney Point	do.	F. M. M. Hull	1	2	22	46	0	0	0	3	0	2	0	2	0	4	4	750
4081	Williamsville	do.	Daniel B. Albert, Pd. B.	1897	1	1	40	35	0	0	5	6	2	3	6	4	6	4	450
4082	Wilson	do.	C. C. Scheek	1845	1	2	45	55	0	0	6	2	3	3	9	2	4	4	850
4083	Windsor	do.	Andrew J. MacElroy	1837	1	2	37	47	0	0	6	4	6	0	3	3	1	4	2,320
4084	Wolcott	Leavenworth Institute and Wolcott High School.	Lewis H. Carris	1	3	35	62	0	0	0	1	3	3	7	4	7	3	5	948
4085	Woodhall	Union School.	Edwin A. Stuart	1	0	10	20	45	46	0	0	1	0	0	0	0	0	4	200
4086	Worcester	High School.	H. L. Tipple, Ph. B.	1897	1	2	24	26	0	0	2	2	0	3	4	1	0	4	1,000
4087	Wyoming	Middlebury Academy and Wyoming High School.	Charles H. Seaver, B. A.	1883	1	1	10	30	40	45	3	4	0	2	5	0	2	4	500
4088	Yonkers	High School.	Wm. Allen Edwards	1882	6	13	201	259	0	0	5	8	25	19	12	18	6	4	900
NORTH CAROLINA.																			
4089	Acton	Sand Hill High School *	E. G. Roberts	1	0	27	15	33	32	10	9	2	5	0	0	0	0	3	300
4090	Alexander	Flint Hill High School *	G. H. Blankenship	1	0	20	17	30	28	0	3	2	0	0	1	0	1	3	540
4091	Ashboro	Graded and High School.	N. C. Newbold	1893	1	1	13	25	0	0	0	0	0	3	14	3	14	3	2,540
4092	Ashville	High School.	Thomas B. Hamby	1889	2	3	74	70	30	41	0	0	0	3	14	3	14	3	2,000
4093	Candler	Hempy Valley Institute *	O. F. Thompson	1	0	9	50	35	0	0	0	0	0	0	0	0	0	0	2,000
4094	Concord	High School *	Miss Laura Leslie	2	1	13	28	0	0	0	4	5	0	6	8	2	2	3	300
4095	Durham	Whitted High School (colored).	W. G. Pearson, A. M.	1886	1	1	13	31	0	0	3	0	0	0	5	3	3	0	8,000
4096	Goldsboro	High School.	A. J. Barwick	1881	1	1	23	34	0	0	0	0	0	1	2	1	2	3	3,000
4097	Greensboro	do.	W. B. Swift	1	4	52	86	0	0	0	0	0	0	10	9	5	2	3	600
4098	Henderson	do.	W. R. Mills	1889	1	2	22	45	0	0	0	0	0	2	2	0	0	3	400
4099	Hookerton	do.	Miss Emma M. Palmer	1	0	6	12	14	1	3	0	0	0	0	0	0	0	0	7,000
4100	Lee	do. *	C. S. Kirkpatrick, L. I.	1	0	10	8	80	86	0	0	0	0	0	0	0	0	0	0
4101	L-xington.	Spring Creek Seminary *	J. B. Spilman	1902	1	0	6	6	14	10	2	2	2	2	0	0	0	2	100
4102	do.	Graded School.	H. A. M. Holshouser	1891	1	0	4	39	37	3	2	3	2	2	1	0	0	4	4,000
4103	Lowell	Pilgrim Academy	A. B.	1	0	4	5	56	67	0	1	3	0	0	0	0	0	40	1,000
4104	Monroe	High School.	J. K. Band	1	0	15	26	0	0	3	0	3	0	3	0	3	0	1	20,000
4105	Mountairy	do. *	R. C. Barrett	2	1	25	20	0	0	5	3	0	0	0	0	0	0	3	3,500
4106	Newbern	do.	Frank H. Curtis	1889	1	1	26	36	0	0	12	15	0	2	10	2	8	3	1,500
4107	Oxford	Graded School.	J. Paul Spence	1901	1	0	10	18	57	53	0	0	0	0	0	0	0	0	36,500
4108	Pelham	High School.	R. D. W. Connor	1889	1	1	33	23	12	9	12	6	1	1	4	1	4	4	4,350
4109	Reidsville	do.	S. B. Dameron	1885	2	0	24	0	0	0	0	0	0	2	3	3	3	24	300
4110	do.	do.	R. W. Allen	1885	2	0	24	0	0	0	0	0	0	2	3	3	3	3	800
4111	Salisbury	High School (colored) *	J. E. Hogan	2	0	12	21	0	0	0	0	0	0	0	0	0	0	0	22,000
4112	Seyern	High School.	Charles L. Coon	1899	3	1	20	17	0	0	10	5	1	3	1	3	1	3	1,200
4113	do.	do.	J. W. Fleckwood	1883	1	0	3	6	22	29	0	0	0	0	0	0	0	0	5,000

* Statistics of 1900-1901.

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Second-ary in-struct-ors.		Ele-ment-ary stu-dents.		Students.						Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.				
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					Male.	Female.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
NORTH CAROLINA—continued.																					
4113	Shelby	Miss Frances Eskridge	1890	1	1	10	21	0	0	2	4							3		100	\$4,500
4114	Springhope	Chas. T. Ball	1882	1	1	12	9	33	46	2	4							3		1,000	1,000
4115	Tarboro	B. B. Laue	1892	1	2	30	42	0	0	7	10							3		1,000	2,500
4116	Washington	Frank T. Willis	1899	1	1	41	48	0	0	8	9	3						3		1,200	1,200
4117	Waynesville	W. C. Allen	1899	1	1	28	26	0	0	5	5							3		1,597	10,500
4118	West Durham	J. E. Pegram, A. B.	1897	1	2	9	11	0	0					9	11	3	4	3		363	5,000
NORTH DAKOTA.																					
4119	Bathgate	Thomas J. Taylor		1	0	7	4	0	0									3		450	40,000
4120	Bismarek	William Moore	1883	1	2	23	62	0	0					2	16			4		750	12,500
4121	Buffalo	Benj. Stoeckling	1899	1	0	20	14	0	0	1	4			1	5	1	4	3		350	5,000
4122	Buxton	— Ulve	1887	1	0	15	7	46	49			8	4	0	1	0	1	2		1,022	6,500
4123	Cassioton	T. C. Williams	1889	2	1	18	23	0	0					3	3	3	3	4		800	12,000
4124	Crystal	James S. Carr	1896	1	1	12	18	45	55	1	5			3	3	3	3	3		300	30,000
4125	Devils Lake	R. S. Dewar	1890	1	2	35	40	0	0	2	5	4	4	3	7	3	4	4		680	20,000
4126	Dickinson	Lewis F. Crawford	1891	1	1	8	14	0	0					2	2	1	2	3		800	8,000
4127	Drayton	W. W. Massee	1885	1	1	25	25	0	0			12	12	1	2	1	2	4		209	3,000
4128	Edgeley	Albert Lehmann	1900	1	0	4	3	49	39			1	2					2		1,200	12,000
4129	Eldendale	W. M. Lawyer		1	1	20	31	0	0					1	8			4		209	3,000
4130	Fargo	Miss Ethna A. Kent	1884	5	6	116	140	0	0					13	13	5	6	4		1,500	12,000
4131	Grand Forks	Miss Jennie Allen		1	5	47	72	0	0					7	6	4	3	4		450	4,500
4132	Hillsboro	W. A. Godward		1	2	19	24	0	0					0	1	0	1	4		1,550	30,000

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2.—Continued.

State and post-office.	1	2	Principal.	Date of establishment.	Second-ary in-struct-ors.		Second-ary stu-dents.		Ele-men-tary stu-dents.		Prepar-ing for col-lege.				Col-lege prepar-atory stu-dents in the class that gradu-ated in 1902.		Length of course in years.	20	21	22		
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					Male.	Female.
OHIO—continued.																						
4174	Bairdstown.....				1	0	4	7	36	42	3	6	4	3	2	5	2	2	4	200	\$2,000	
4178	Balgic.....			1897	1	1	15	17	45	47	3	6	4	3	2	5	2	2	4	250	5,000	
4179	Baltimore.....			1895	1	0	11	17	48	47	4	8	0	0	2	8	1	2	4	1,000	7,000	
4180	Barberton.....			1893	1	0	24	31	0	0	0	0	2	0	5	4	3	0	4	1,000	40,000	
4181	Barnesville.....				2	1	37	52	0	0	5	10	3	4	2	12	2	6	3	3	500	50,000
4182	Bartlett.....				1	0	2	4	12	6									100	1,200		
4183	Basil.....			1895	1	2	16	18	0	0	1	2							235	5,000		
4184	Batavia.....			1882	2	1	30	36	0	0	4	3	2	0	3	6	2	0	4	500	25,000	
4185	Batesville.....				1	0	23	21	22	19	2	0	0	1					4	4,000		
4186	Bath.....			1893	1	0	16	14	0	0	0	5	2						240	1,000		
4187	Beach City.....			1892	1	0	12	12	0	0	1	0							100	10,000		
4188	Bealsville.....				1	0	28	26	36	52	1	4							100	6,000		
4189	Beaver.....				1	0	28	26	36	52	1	4							100	2,000		
4190	Beaverdam.....				1	0	12	20	0	0									1	4,000		
4191	Bellaire.....			1874	1	3	29	53	0	0	5	9							1,700	5,000		
4192	Bellbrook.....				1	1	5	10	44	43									350	5,000		
4193	.....do.....			1882	1	1	7	11	0	0									60	.....	
4194	Belle Center.....			1886	2	0	44	40	0	0	5	3	2	0	8	10	3	2	4	200	18,000	
4195	Bellevue.....			1860	1	3	50	76	0	0					9	14			600	38,000		
4196	Bellville.....			1876	2	0	31	23	0	0	5	9	2	4	7	3	2		300	25,000		
4197	Belmont.....				1	0	10	10	55	65	2	1			2	1			100	5,000		
4198	Beloit.....				1	0	16	10	37	45									400	9,000		

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2—Continued.

4245	State and post-office.	Name.	Principal.	Date of establishment.	Second-ary in-struct-ors.		Second-ary stu-dents.		Prepar-ing for col-lege.				Col-lege prepa-atory stu-dents in the class that gradu-ated in 1902.		Length of course in years.	Number in military drill.	Number of volumes in the library.	21	22
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
4246	Ohio—continued.	High school.	W. T. Heilman	1885	1	23	0	0	1	0	2	0	3	4	0	4	270	56,000	
4246	Camal Winchester	do	J. Brady Boyman	1885	1	17	0	0	4	4	4	3	1	1	1	3	1,500	50,000	
4247	Canfield	do	C. A. Armstrong	1884	0	224	315	0	23	21	0	14	25	1	4	4	1,725	150,000	
4248	Canton	do	N. D. O. Wilson	1868	1	34	41	0	0	12	0	7	0	8	11	5	600	30,000	
4248	Carey	Union High School*.	Thos. A. Bonser	1888	2	1	23	29	0	1	1	2	0	4	5	1	4	900	31,500
4249	Carlisle	High School.	C. H. Young	1888	1	0	6	11	40	37	0	1	1	1	1	3	350	13,000	
4250	Carroll	do	W. H. C. Ackers	1888	1	0	15	13	50	44	5	3	9	4	4	4	205	2,000	
4252	Carrollton	do	John R. Kail	1885	2	0	20	30	0	0	0	0	0	5	1	0	500	8,000	
4253	Carthage	do	P. C. Hill	1895	2	2	10	16	0	0	0	0	0	1	2	8	900	30,000	
4254	Casstown	do	Howard G. Carter	1890	1	0	11	4	29	31	4	1	7	2	4	1	3	3,000	
4255	Casalia	do	J. Wesley Overmyer	1894	1	0	15	27	0	0	2	0	3	2	2	0	100	2,500	
4256	Cedarville	do	R. A. Brown	1888	2	0	21	32	0	0	5	12	4	5	2	2	200	12,000	
4257	Celina	do	Miss Villa L. Moore	1888	1	3	50	57	0	0	1	1	1	3	1	1	500	40,000	
4258	Centerburg	do	Oscar S. Adams	1883	2	0	29	25	0	0	1	1	1	3	1	4	800	11,000	
4259	Centerville	Washington Township High School.*	W. H. Letter	1888	2	0	20	26	0	0	3	3	1	4	1	3	350	4,000	
4260	Chagrin Falls	High School.	D. W. McHenen	1888	1	1	45	47	0	0	2	3	5	8	7	2	1,000	25,000	
4261	Chandlersville	do	L. M. Huxton	1888	1	0	16	13	29	27	0	0	0	0	0	0	50	2,000	
4262	Chatham	do	Wm. Simcox	1898	1	0	4	3	21	32	0	0	0	0	0	0	50	2,000	
4263	Cherry Fork	Wayne Township High School.	C. W. Grimes	1888	1	0	6	7	9	16	0	0	0	0	0	0	0	800	
4264	Cheshire	High School.	E. S. McCall	1889	1	1	6	15	44	40	1	3	2	0	3	0	123	2,000	
4265	Chesterhill	Chesterfield High School.	S. H. Mott	1875	2	0	11	18	41	47	2	1	0	2	0	1	850	5,000	
4266	Chesterville	High School.	A. B. Whitney	1875	1	0	22	12	19	30	4	4	0	4	5	3	600	6,000	

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2.—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Second-ary in-struct-ors.		Second-ary stu-dents.		Element-ary stu-dents.		Students.						Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.				
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.			Male.	Female.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
OHIO—continued.																					
4314	Cuyahoga Falls.....			1	2	41	67	0	0	3	6	8	10	3	7	3	4	4	100	.....
4315	Cyrenet.....	O. A. Cole.....	.....	1	0	9	18	0	0	.....	.....	.....	.....	3	2	3	3	3	30	\$1,800
4316	Danbury.....	J. C. Buto.....	.....	1	0	36	20	0	0	.....	.....	.....	.....	3	2	0	0	3	300	6,000
4317	Danville.....	F. S. Laudes.....	1881	1	0	6	7	3	1	.....	.....	.....	.....	1	1	.....	.....	4	113	5,000
4318	Darbyville and Buckeye High School.....	John W. Steppay.....	1889	1	0	19	25	0	0	4	3	.....	.....	2	6	2	3	4	900	5,000
4319	Darbyville.....	W. H. Yearley.....	1887	2	1	10	11	0	0	3	4	.....	.....	3	1	2	0	3	.....	.....
4320	Dayton.....	W. F. Gephart.....	.....	18	17	537	648	0	0	10	6	16	0	43	86	20	10	4	2,350	326,011
4321	Deavertown High School.....	Chas. L. Loos, jr.....	1850	1	0	16	12	1	10	2	1	.....	.....	0	3	.....	.....	3	12	3,000
4322	Deerfield High School.....	W. Howard McDaniel.....	1900	1	0	3	11	31	27	.....	.....	.....	.....	0	3	.....	.....	3	88	1,000
4323	Defiance.....	James A. Silver.....	.....	2	4	73	114	0	0	8	11	8	11	8	23	1	2	4	2,000	.....
4324	Degruff.....	Ed. M. Mills.....	.....	2	2	54	61	0	0	6	8	4	2	3	16	4	10	4	450	20,000
4325	Delaware.....	L. H. Becker.....	.....	1	3	90	152	0	0	.....	.....	.....	.....	3	0	.....	.....	4	500	25,000
4326	.....	Miss Mabel Crady.....	.....	1	0	4	7	36	30	1	0	.....	.....	2	3	1	0	3	.....	1,800
4327	.....	Milton Utley.....	.....	1	0	20	22	0	0	1	0	5	1	5	1	.....	.....	2	150	8,000
4328	Delphos.....	S. F. Deets.....	.....	2	0	30	38	0	0	.....	.....	.....	.....	0	12	.....	.....	3	600	5,000
4329	Delta.....	E. W. Hastings.....	.....	2	1	25	35	0	0	4	6	2	1	10	4	2	2	4	600	28,000
4330	Decmission.....	R. H. Dumbler (supt.).....	.....	3	1	25	25	0	0	.....	.....	.....	.....	1	1	0	0	4	900	40,000
4331	Dent.....	Geo. G. Stahl.....	.....	3	0	7	10	0	0	.....	.....	.....	.....	2	3	.....	.....	2	500	10,000
4332	Deshler High School.....	H. A. Wood.....	1884	1	1	22	33	0	0	.....	.....	.....	.....	3	6	.....	.....	4	200	1,500
4333	Dexter City.....	C. W. Sloan.....	.....	1	0	8	12	35	33	1	0	1	1	.....	.....	.....	.....	3	120	3,000
4334	Dodds High School *.....	Mark Warren.....	.....	1	0	3	3	25	30	.....	.....	.....	.....	.....	.....	.....	.....	3	157	5,000
4334	Dodds High School *.....	T. H. Rogers.....	.....	1	0	3	3	25	30	.....	.....	.....	.....	.....	.....	.....	.....	3	157	5,000

4335	Dover	High School	1898	1	0	20	18	0	0	0	0	0	0	4	3	20	2,060
4336	Doylestown	do	1885	2	0	20	20	0	0	0	0	0	0	3	300	25,000	
4337	Dresden	do	1885	1	0	33	25	0	0	0	0	0	0	4	800	15,500	
4338	Dublin	Washington Township High School	1885	2	1	15	29	0	0	0	0	0	0	4	120	.....
4339	Dunkirk	High School	1883	2	0	12	22	0	0	0	0	0	0	4	300	40,000	
4340	Duport	do	1885	1	0	1	7	0	0	0	0	0	0	2	15	2,000	
4341	East Claridon	do	1878	1	1	16	12	9	10	0	0	0	0	7	50	3,500	
4342	East Cleveland	do	1871	4	3	49	70	0	0	2	1	18	28	5	10	2,000	
4343	East Liverpool	Miss Florence Updegraff	1885	2	1	0	12	2	4	0	0	0	0	4	2,000	25,000	
4344	East Palestine	C. L. Merwin	1885	3	2	18	24	0	0	0	0	0	0	4	1,000	30,000	
4345	Eaton	William Buck	1885	1	0	47	46	0	0	0	0	0	0	4	1,600	10,500	
4346	Edgerton	G. R. Anderson	1888	1	1	21	25	0	0	0	0	0	0	4	150	10,600	
4347	Edinburg	Mahlon Rouddebush	1888	1	0	19	16	14	14	0	0	0	0	1	75	8,000	
4348	Edison	Miss Estelle Ashwell	1888	0	1	17	45	64	64	1	0	0	0	2	400	8,000	
4349	Eaton	Lester Palmer	1888	1	0	21	22	0	0	0	0	0	0	3	40	10,000	
4350	Eldorado	A. B. Heath	1888	1	0	15	9	20	13	1	1	1	1	2	623	6,075	
4351	Elida	J. L. Fortney	1888	1	0	9	13	0	0	0	0	0	0	3	100	4,000	
4352	Elmore	L. A. Knight	1888	2	0	27	25	0	0	0	0	0	0	2	25	15,000	
4353	Eltria	H. M. Ebert	1888	3	6	113	192	0	0	0	0	0	0	6	95	70,000	
4354	Empire	Abraham Grove, Ph. D.	1888	1	0	17	15	0	0	0	0	0	0	4	1,000	4,000	
4355	Etna	J. A. Henshey	1885	1	0	0	44	31	31	0	0	0	0	1	152	4,000	
4356	Etna	David D. Pryor	1885	1	0	14	14	12	15	0	0	0	0	4	39	3,500	
4357	Eufeld	Evanett L. Abbey	1884	4	1	21	24	0	0	0	0	0	0	4	600	10,000	
4358	Euphemia	C. S. Bunger	1882	1	0	14	10	0	0	0	0	0	0	3	100	4,025	
4359	Evansport	D. M. Wheelstone	1889	1	0	5	15	11	11	0	0	0	0	2	.....	3,000
4360	Fairfield	L. G. Weaver	1885	1	0	9	10	43	33	3	1	1	1	3	400	8,000	
4361	Fairhaven	G. S. Dennison	1885	1	0	16	30	30	30	1	1	1	1	4	75	4,000	
4362	Fairport Harbor	T. W. Byrns	1882	1	1	9	14	11	11	0	0	0	0	5	200	25,000	
4363	Farrersville	Emmitt Evertt	1890	1	0	7	8	40	50	0	0	0	0	4	200	15,000	
4364	Fayetteville	F. M. Schatzmann	1895	1	0	12	28	18	18	1	0	0	0	3	6,000	6,000	
4365	Felchty	A. T. Marsh	1893	1	1	12	12	58	58	1	0	0	0	3	100	8,000	
4366	Findlay	J. F. Smith	1870	3	5	148	207	0	0	10	17	8	0	0	500	67,000	
4367	Fletcher	J. W. Pogue	1890	1	0	19	11	39	53	1	1	2	0	4	210	6,000	
4368	Florida	Wm. Schumacher	1890	1	0	11	12	46	49	3	0	0	0	3	140	1,100	
4369	Flushing	A. M. Brown	1884	1	0	9	12	0	0	0	0	0	0	3	150	7,000	
4370	Forest	Frank P. Alyn	1884	1	0	18	25	0	0	0	0	0	0	3	175	10,200	
4371	Fort	Alfred Ross	1880	1	1	24	26	0	0	0	0	0	0	4	700	5,000	
4372	Fort Recovery	James Ross	1887	1	1	26	24	0	0	0	0	0	0	4	600	25,000	
4373	Frankfort	Geo. P. Chatterton	1887	1	1	33	18	0	0	0	0	0	0	4	450	8,000	
4374	Franklin	Robert E. Vail	1886	3	1	89	76	0	0	0	0	0	0	4	500	5,000	
4375	Frazysburg	James M. Carr	1886	2	0	20	17	0	0	0	0	0	0	4	4,500	5,000	
4376	Fredericksburg	W. E. Wenner	1888	1	0	16	16	0	0	0	0	0	0	3	250	10,000	
4377	Fredericktown	John S. Alan	1868	2	0	25	29	0	0	0	0	0	0	4	200	18,000	
4378	Freeport	F. D. Green	1890	1	0	18	17	0	0	0	0	0	0	4	500	17,000	
4379	Fremont	W. D. Ross	1860	3	2	85	17	0	0	0	0	0	0	4	200	5,000	
4380	Fullonham	W. M. Higgins	1880	1	0	12	3	0	0	0	0	0	0	3	7,500	7,500	
4381	do	W. A. Axline	1880	1	0	15	15	47	38	0	0	0	0	3	200	10,000	
4382	Gahanna	Chas. M. Earhart	1880	1	0	9	8	30	34	3	2	2	2	0	250	10,000	

* Statistics of 1900-1901.

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2—Continued.

4450	State and post-office.	Name.	Principal.	Date of establishment.	Second-ary in-struct-ors.		Second-ary stu-dents.		Prepar-ing for college.				College prepar-atory stu-dents in the class that gradu-ated in 1902.		Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furni-ture, and scientific apparatus.			
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.							
																			5	6	7	8	9	10	11	12	13	14	15	16	17	18
4450	Hubbard	High School	T. C. Woodward	1886	1	1	23	37	0	0	0	1	1	0	0	5	0	3	4	600	\$10,000
4451	Hudson	do	G. F. Ramsayer	1882	1	1	8	20	0	0	0	1	1	0	1	3	2	1	4	600	6,000
4452	Huntsburg	do	Wayland B. Peck (supt.)	1895	1	2	25	21	46	39	1	1	1	0	3	3	2	1	4	250	3,000
4453	Huntsville	do	O. H. Maiter	1867	1	0	10	22	0	0	5	6	0	1	5	1	2	4	163	30,000	
4454	Huron	do	W. H. Block	1886	1	1	20	32	0	0	5	6	0	1	5	1	2	4	4	500	10,000
4455	Independence	do	Fred D. Gleason	1892	1	0	12	5	51	98	0	2	0	2	2	0	0	0	4	500	10,000
4456	Inland	Greene Township High School.*	D. C. Cooper	1892	1	0	19	17	0	0	2	0	0	0	2	0	0	3	60
4457	Ironton	Kingsbury High School	T. Howard Winters	1864	2	2	53	107	0	0	1	10	8	0	4	10	3	2	4	30
4458	Jackson	High School	E. C. Myers	1873	3	1	50	84	0	0	6	10	0	6	21	3	6	4	600
4459	Jackson Center	do	W. W. Parmenter	1896	1	0	15	7	0	0	2	1	1	0	0	0	0	4	210	1,500	
4460	Jacksontown	do	W. L. Atwell	1885	1	0	17	15	23	28	5	2	0	3	1	0	0	300	2,000		
4461	Jacksonville	do	G. A. Carbaugh	1885	1	0	15	17	0	0	0	0	0	0	0	0	0	0	40	3,000	
4462	Jamestown	do	Geo. P. Harriott	1870	1	1	17	33	0	0	0	5	15	12	7	5	3	0	157	15,000	
4463	Jefferson	Educational Institute	Geo. E. Rogers	1870	1	4	31	48	0	0	2	2	2	2	2	2	2	2	100	50,000	
4464	Jeffersonville	High School*	M. J. Flannery	1897	1	0	14	18	0	0	2	0	2	0	2	2	2	2	3	500	2,000
4465	Jerome	do	E. H. Hutton	1897	1	1	20	12	0	0	2	0	0	0	0	0	0	0	200	3,000	
4466	Jerry City	do	H. E. Hall	1898	1	1	20	12	0	0	2	0	0	0	0	0	0	0	40	3,000	
4467	Persey	do	C. V. Bebout	1891	1	0	9	11	0	0	1	1	1	1	1	1	1	1	40	5,300	
4468	Jewett	do	Geo. W. Grissinger	1886	1	0	16	22	0	0	3	4	0	0	2	3	0	1	75	2,500	
4469	Junction City	do	C. L. Martzoff	1879	1	0	19	21	0	0	0	0	0	0	0	0	0	0	50	4,000	
4470	Kalida	do	G. M. Hoaglin	1879	1	0	19	21	0	0	0	0	0	0	0	0	0	0	50	4,000	
4471	Kent	Central High School	H. A. Lind	1856	2	3	58	93	0	0	0	0	0	0	6	11	0	0	900	50,000	

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2.—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Second-ary in-struct-ors.		Second-ary stu-dents.		Ele-men-tary stu-dents.		Prepar-ing for college.				College prepar-atory stu-dents in the class that gradu-ated in 1902.		Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furni-ture, and scientific apparatus.
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					Male.	Female.
OHIO—continued.																			
4519	Louisville			1	0	28	19	0	0							3	300	\$18,000	
4520	Loveland	H. C. Koehler	1877	1	0	14	18	0	0			2	2	4	4	3	300	12,000	
4521	Lowellville	J. C. Little	1881	1	0	14	18	0	0					3	4	3	500	9,000	
4522	Loyalok	Edwin L. Rickert	1897	1	0	10	12	0	0					1	2	1	150	.....
4523	Lucas	L. F. Garver	.....	1	0	12	18	47	38	1	0			0	1	4	37	5,000
4524	Lucas	W. C. Kramer	.....	1	0	3	9	20	15					0	1	3	100	1,500
4525	Lynchburg	C. D. Walden	.....	1	0	20	11	0	0					4	3	4	600	10,000
4526	Lyons	C. A. Puckett	.....	1	0	11	16	0	0	2	2			0	1	2	150	2,500
4527	Lytte	John H. Clark	.....	1	0	6	8	0	0					0	1	3	400	5,500
4528	McArthur	J. A. Kilpatrick	1894	1	0	24	23	0	0	2	2	6	0	4	5	2	1,000	.....
4529	McConnelsville	Miss Flora Campbell	.....	2	3	20	30	0	0					3	1	4	1,000	.....
4530	McCuneville	J. L. Floyd	.....	1	0	5	9	24	31					2	6	2	1,000	2,500
4531	Mack	C. J. Marlowe	.....	1	0	5	12	0	0					2	6	2	1,000	25,000
4532	Macksburg	U. D. Clephane	.....	1	0	10	15	0	0	4	0			2	3	1	300	3,000
4533	Madison	C. C. White	1884	1	1	20	35	40	40	2	3			0	9	224	12,500		
4534	Madisonville	H. N. Kimball	.....	2	1	51	67	0	0	14	6	2	0	6	10	3	400	40,000
4535	Magnolia	Miss Jennie M. Bryan	1885	2	0	16	19	0	0	1	2	0	8	3	2	4	350	6,000	
4536	Malta	H. A. Richardson	1895	2	0	18	28	0	0					4	3	2	300	20,000	
4537	Malvern	S. L. Stoner	.....	1	0	10	8	0	0					2	0	8	350	25,000
4538	Manchester	W. N. Beetham	1890	1	0	37	38	0	0					6	5	252	17,200		
4539	Mansfield	H. E. Dening	.....	2	7	130	199	0	0					11	12	6	500	106,000
		Harlan E. Hall	1862	2	1	130	199	0	0					11	12	6	500	106,000	

Year	School Name	Principal	1	0	18	11	0	0	0	4	6	1	4	3	5,000
4540	Manitowish	Township High School.	1	0	18	11	0	0	0	4	6	1	4	3	800
4541	Manitowish	Manitowish High School.	1	0	3	14	0	37	45	3	37	1	2	4	10,000
4542	Maplewood	High School*.	1	0	3	12	33	32	33	4	32	6	4	3	4,750
4543	Marengo	do. *	2	5	13	148	0	0	1	4	3	3	4	4	4,000
4544	Marenda	Township High School.	1888	2	0	21	31	15	37	5	37	1	3	4	2,500
4545	Marboon	High School	1888	1	0	20	24	34	37	6	5	2	3	4	200
4546	Marboon	do.	1887	1	0	19	17	31	48	3	2	2	2	4	19,000
4547	Marshfield	do.	1897	1	0	4	13	17	17	4	8	1	5	4	800
4548	Marshfield	do.	1897	1	0	4	13	17	17	4	8	1	5	4	450
4549	Martinsburg	do.	1890	2	3	51	90	0	5	0	5	0	8	3	8,000
4550	Martins Ferry	do.	1884	1	0	9	12	39	41	1	2	4	8	5	5,000
4551	Martinsville	do.	1884	1	0	8	11	56	52	0	5	0	3	4	10,000
4552	Mason	do. *	1877	2	2	65	85	0	4	3	7	10	4	3	1,200
4553	Mason	do. *	1877	2	2	65	85	0	4	3	7	10	4	3	1,200
4554	Massillon	do. *	1877	3	2	66	50	0	5	3	2	5	3	1	50
4555	Maumee	do.	1877	3	2	15	18	0	0	1	1	13	22	3	10,000
4556	Medina	do.	1877	3	2	47	66	0	0	2	0	2	0	3	20,000
4557	Mendon	Mendon and Union Township High School.	1903	2	0	15	15	0	0	15	17	7	17	2	28,050
4558	Mercer	do.	1892	1	0	7	14	41	31	3	5	1	2	2	2,500
4559	Mesopotamia	do.	1892	1	0	7	14	41	31	3	5	1	2	2	2,500
4560	Miamisburg	do.	1869	1	3	35	51	0	0	4	2	0	2	4	150
4561	Miamisburg	Township High School.	1868	1	0	10	10	0	0	1	0	1	3	0	6,000
4562	Middleburg	Zane Township High School.	1891	1	0	14	20	0	0	0	0	1	0	3	1,500
4563	Middlecreek	Middleburg High School*.	1894	1	0	15	20	25	25	0	2	1	1	3	180
4564	Middlefield	High School.	1894	1	0	4	10	33	37	0	2	1	1	3	300
4565	Middleport	Union School *	1870	1	0	10	14	75	49	2	0	1	1	4	3,000
4566	Middleport	High School.	1871	3	5	45	70	0	0	0	0	1	6	1	100
4567	Middletown	do.	1888	1	1	18	31	0	0	2	5	1	2	4	500
4568	Midland	do.	1888	1	1	18	31	0	0	2	5	1	2	4	100
4569	Midway	do. *	1888	2	0	10	40	60	50	0	0	0	0	3	5,000
4570	Midway	do. *	1888	2	0	10	40	60	50	0	0	0	0	3	250
4571	Milledgeville	do. *	1878	3	1	40	25	0	0	1	5	8	10	5	10,000
4572	Milledgeville	do.	1886	3	0	45	67	0	0	2	4	2	3	8	25,000
4573	Mineral City	do.	1876	1	1	23	28	0	0	1	2	3	8	13	500
4574	Mineral Ridge	do.	1876	1	0	12	18	0	0	3	2	1	1	2	5,000
4575	Minerva	do.	1882	2	0	20	33	0	0	2	4	1	0	3	200
4576	Mingo Junction	do.	1882	1	0	15	25	0	0	1	0	0	2	1	8,000
4577	Minsler	do.	1899	1	0	10	17	0	0	2	1	0	2	2	15,000
4578	Montee	do.	1884	1	0	8	12	0	0	2	1	0	2	4	200
4579	Montroseville	do.	1884	1	2	25	20	0	0	10	8	4	0	2	1,000
4580	Montpelier	do.	1884	1	1	31	42	26	21	6	4	1	3	3	15,000
4581	Morning Star	Israel Township High School.	1889	1	0	8	8	0	0	2	2	3	3	4	25,000
4582	Morristown	High School.	1875	2	0	16	20	25	35	2	2	2	2	3	1,200
4583	Moscow	do.	1875	2	0	11	15	52	58	3	3	3	3	3	325
4584	Mount Blaine	do.	1875	2	0	11	15	52	58	3	3	3	3	3	4,800
4585	Mount Carmel	do. *	1867	1	0	4	4	66	72	1	2	2	3	1	1,000
4586	Mount Eaton	do.	1867	1	0	17	48	50	58	8	8	4	1	2	8,000
4587	Mount Gilkeld	do.	1870	2	1	27	31	0	0	3	2	2	4	3	2,200

*Statistics of 1900-1901.

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2.—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Second-ary in-struct-ors.		Second-ary stu-dents.		Elic-ment-ary stu-dents.		Prepar-atory college.				College prepar-atory stu-dents in the class that gradu-ated in 1902.		Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furni-ture, and scientific apparatus.			
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					Male.	Female.	
OHIO—continued				4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
4588	High school	E. V. Stephen	1890	1	1	10	20	0	0	0	0	0	0	0	3	6	0	4	4	4	40	\$1,500
4589	Madison Township High School.	Benj. L. Madden	1890	1	0	11	10	0	0	0	0	0	0	0	0	4	0	4	3	3	10	1,200
4590	High School.	Wm. M. White.	1861	1	0	22	25	6	10	1	2	0	0	0	2	8	1	3	4	4	50	10,000
4591	Mount Sterling	H. F. Silverthorn	1883	2	1	25	35	0	0	1	2	0	0	0	2	4	1	2	4	4	250	15,000
4592	Mount Vernon	J. G. Leland	1880	2	5	112	142	0	0	1	3	0	0	0	13	12	9	8	4	4	600	6,000
4593	Mount Victory	J. E. Gordon	1890	2	0	18	25	0	0	6	5	0	0	0	2	8	1	5	4	4	200	7,000
4594	Nankin	Leo Hartman	1890	1	0	7	10	21	22	2	3	0	0	0	0	0	0	0	2	2	150	1,000
4595	Napoleon	R. R. Tamer	1890	2	1	24	85	0	0	3	17	2	0	0	4	10	0	0	4	4	265	10,000
4596	Nashport	G. A. Elbott	1890	1	0	14	14	45	47	0	0	0	0	0	4	4	0	2	0	4	4	10,000
4597	Navarre	E. A. Richardson	1890	1	0	14	13	0	0	2	3	1	0	5	5	5	5	3	3	3	350	12,000
4598	Nelson	R. R. Turnbull	1890	1	0	11	14	0	0	0	0	0	0	1	1	0	1	0	3	3	125	4,500
4599	Nelsonville	L. G. Bean	1890	1	3	47	77	0	0	2	0	2	0	8	21	0	4	4	3	3	250	2,500
4600	Nevada	J. H. Grove	1876	2	0	40	33	0	0	2	4	0	0	2	7	7	0	0	4	4	200	25,000
4601	Newark	Edward P. Childs	1890	4	5	105	179	0	0	0	0	0	0	6	24	6	3	3	4	4	2,100	25,000
4602	New Athens	A. J. Patterson	1895	1	0	14	25	39	28	0	0	0	0	1	6	1	6	3	3	3	100	6,160
4603	New Berlin	D. C. Cooper	1881	1	0	16	13	0	0	3	0	0	0	3	2	1	0	1	0	3	300	8,800
4604	New Bremen	W. T. Truimp	1877	2	0	0	16	12	0	0	5	0	2	0	1	0	1	0	4	4	600	15,000
4605	New California	C. E. Wetherby	1890	1	0	8	14	0	0	1	0	5	0	4	2	3	0	3	3	300	4,000	
4606	New Carlisle	Miss Mande Woolpert	1880	1	2	25	18	0	0	0	0	0	0	5	1	1	0	0	4	4	165	16,000
4607	Newcomertown	B. R. McClellan	1890	1	2	25	38	0	0	0	0	0	0	2	10	0	0	3	3	50	40,000	
4608	New Concord	A. H. McCulloch	1890	1	1	15	25	0	0	0	0	0	0	4	6	0	0	8	8	200	10,000	

4609	New Dover	Dover Township High School	Miss Emma Herd	1896	0	1	13	13	0	0	2	3	5	2	0	1	4	20	3,000	
4610	New Guilford	High School	R. L. McKee	1901	1	0	18	11	15	10	2	2	2	2	2	1	4	60	2,000	
4611	New Holland	do	Stanley Lawrence	1850	3	0	10	13	0	0	6	4	2	2	1	3	4	290	15,000	
4612	New Lexington	do	James C. Fowler	1894	2	0	16	20	0	0	6	2	6	3	1	4	41	350	30,000	
4613	New Madison	do	M. A. Brown	1891	1	1	16	24	0	0	2	2	3	7	2	4	485	10,000		
4614	New Matamoras	do	C. E. Caldwell	1891	2	0	13	23	0	0	5	6	2	2	2	4	200	12,000		
4615	New Paris	do	B. S. Davis	1891	2	3	49	86	0	0	6	8	5	12	2	4	500	12,000		
4616	New Philadelphia	do	G. A. Wylie	1891	1	0	11	12	0	0	0	1	3	10	2	1	4	1,500	20,000	
4617	Newport	do	W. E. Sealock	1891	1	0	13	14	0	0	3	0	3	3	1	2	4	280	6,200	
4618	New Richmond	do	Mrs. W. A. Davis	1891	1	0	6	29	0	0	3	0	3	3	1	4	300	10,000		
4619	New Straitsville	do	J. Chas. Stone	1878	1	0	15	28	0	0	5	8	5	8	0	3	1,500	20,000		
4620	Newtown Falls	do	W. G. Cope	1878	1	0	14	11	12	16	0	0	5	8	0	3	125	14,000		
4621	Newtownsville	do	Chas. Chase	1878	1	0	14	11	12	16	0	0	5	8	0	3	125	14,000		
4622	New Vienna	do	Jno. W. Richards	1878	3	0	26	30	0	0	5	4	2	2	2	1	4	200	15,000	
4623	New Washington	do	D. E. Black (supt.)	1882	2	0	30	25	0	0	0	0	2	4	1	3	630	20,000		
4624	New Waterford	do	William C. Morgan	1898	1	0	10	20	45	45	0	1	1	3	3	4	175	12,000		
4625	Ney	Washington Township High School	Wm. Walker, Jr.	1898	1	0	4	6	13	8	0	0	2	3	2	2	0	2	2,000	
4626	Niles	Madison Township High School	W. H. C. Newington	1896	2	1	15	30	24	36	0	0	3	2	2	5	2	600	35,000	
4627	North Amherst	do	Miss Lillian Morse	1898	4	1	20	23	0	0	0	0	5	7	5	6	350	30,000		
4628	North Baltimore	do	Miss Klara M. Smith	1893	1	2	24	37	0	0	0	2	2	4	7	4	270	2,500		
4629	North Bloomfield	do	City A. Wright	1893	1	1	8	14	20	30	0	0	1	2	0	2	200	2,500		
4630	North Fairfield	do	Ashley Huffman	1896	1	1	17	26	30	31	3	1	0	3	1	4	200	7,500		
4631	Northfield	Central High School	C. L. Burrell	1896	1	0	10	11	40	41	0	0	1	4	4	4	500	10,000		
4632	North Lewisburg	High School	W. A. Coffey	1896	1	1	12	17	0	0	2	4	3	5	2	4	300	10,000		
4633	North Lima	Beaver Township High School	C. C. Dehoff	1896	1	0	14	10	0	0	0	1	2	2	0	1	250	2,000		
4634	North Madison	Madison Township High School	Wallace N. Cheney	1896	1	0	14	19	46	31	0	1	2	1	8	6	3	2,000		
4635	North Monroeville	High School	W. H. Bath	1898	1	0	3	2	36	24	0	0	15	20	10	0	9	500	5,200	
4636	Norwalk	do	Jas. E. Cole	1901	2	3	70	110	0	0	15	20	10	0	9	20	4	12	4	225
4637	Norwich	do	J. D. Hunt	1901	1	0	6	9	43	42	0	0	8	11	0	0	0	200	2,000	
4638	Oakharbor	do	Miss Edna Groves	1894	2	0	28	46	0	0	0	2	0	8	11	0	4	150	20,000	
4639	Oakhill	do	Richard E. Tope	1894	2	0	25	25	0	0	0	0	7	2	2	0	2	600	1,500	
4640	Oakwood	do	L. M. Eschbach	1894	1	0	16	15	54	51	0	0	11	20	15	0	3	20	1,500	
4641	Oberlin	do	Ward Nye	1895	3	4	62	126	0	0	0	0	0	4	4	4	150	3,000		
4642	Old Fort	do	L. N. Montgomery	1870	1	1	3	13	27	23	0	0	2	1	3	0	2	25	3,000	
4643	Orangeville	do	C. C. Rogers	1870	1	0	3	13	38	28	0	1	3	0	2	3	500	20,000		
4644	Oregonia	do	H. D. Kellison	1895	3	1	33	29	0	0	1	3	10	6	3	1	4	500	20,000	
4645	Orville	do	J. F. Adams	1884	1	1	10	22	0	0	0	0	4	6	0	3	50	6,000		
4646	Orwell	do	G. M. Bingham	1895	1	0	15	16	0	0	0	0	2	0	5	2	0	107	2,000	
4647	Osborn	Bath Township High School	D. H. Barnes	1895	1	0	15	16	0	0	0	0	2	0	5	2	0	107	2,000	
4648	Osburn	High School	N. H. Stull	1886	1	1	17	17	0	0	3	1	3	1	3	1	4	200	23,000	
4649	Ostrander	do	B. F. Watson	1886	1	0	5	12	0	0	0	0	1	4	0	3	50	5,700		
4650	Ottawa	do	C. L. V. Boyce	1886	1	0	10	12	35	42	3	4	4	2	1	4	250	10,000		
4651	Ottawa	do	S. M. Glenn, Jr.	1886	3	1	13	33	8	10	6	4	1	5	8	4	500	40,000		
4652	Owensville	Boston High School	B. T. Davis	1881	1	1	16	14	40	36	2	1	2	1	5	4	20	4,000		
4653	Oxford	High School	Mrs. Annabel Sherer	1881	2	2	17	29	0	0	1	5	1	0	3	3	800	25,000		
4654	Painesville	do	F. H. Kendall	1881	4	4	98	144	0	0	0	0	3	5	1	3	500	50,000		

* Statistics of 1900-1901.

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2.—Continued.

4655 4656 4657 4658 4659 4660 4661 4662 4663 4664 4665 4666 4667 4668 4669 4670 4671 4672 4673 4674 4675 4676 4677	State and post-office.	Name.	Principal.	Date of estab-lish-ment.	Second-ary in-struct-ors.		Second-ary stu-dents.		Prepar-ing for col-lege.				College prepar-atory stu-dents in the class that gradu-ated in 1902.		Length of course in years.	20 Number in military drill.	21 Number of volumes in the library.	22 Value of grounds, buildings, furni-ture, and scientific apparatus.						
					5 Male.	6 Female.	7 Male.	8 Female.	9 Male.	10 Female.	Classic-al course.		Sci-entific courses.						13 Male.	14 Female.	15 Male.	16 Female.	17 Male.	18 Female.
											11 Male.	12 Female.	13 Male.	14 Female.											15 Male.	16 Female.
			3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
	Ohio—continued.	High School, Riley Township High School.	W. J. Robison. P. D. Amstutz (supt.).	1880	1	0	17	18	26	20			2	0	4	2			3		20	\$2,600		
		High School.	Arthur A. Brogan.	1883	1	0	7	18	43	47	1	0			1	2			3		296	5,000		
		do.	Chas. T. Moore.	1876	1	0	31	22	0	0	0	2	2	0	5	4	2	2	4	4	257	6,300		
		do.	G. O. Thompson.		1	1	20	37	27	7	6	3	3						2	4	50	1,000		
		do.	W. H. Yant.	1882	2	1	30	50	0	4	2	2	2	8	9	5	4	4	4	4	250	36,000		
		do.	F. J. Stinchcomb.		2	0	7	13	0	0	1	0	1	0	1	0	3	3	3	3	53	10,000		
		do.	F. W. Toan.		1	0	9	20	0	0					2	5			3	250	20,000			
		do.	John J. Vaughn.	1895	1	0	1	7	30	25					2	5			3	1	40	3,000		
		do.	S. L. Ross.		1	0	22	23	55	48	1	1	1	1	3	6			4	4	350	5,000		
		do.	F. E. Morrison.		2	1	44	32	0	0	6	4	5	5	5	1			4	4	225	16,000		
		do.	Mrs. Kate Jameson.		1	2	18	37	0	0	3	3			3	2	2	1	3	4	100	10,000		
		do.	E. C. Kiplinger.	1888	1	0	7	12	39	22					3	2	2	2	4	4	160	1,600		
		do.	Fred R. Ormsby.		1	0	8	13	18	22					2	1	2	2	4	4	40	2,000		
		do.	B. E. Lee.	1894	1	0	15	25	40	50					2	6			3	3	300	6,000		
		do.	Geo. L. Hayes.	1892	1	0	9	9	60	57					1	3			3	3	60	7,000		
		do.	T. P. Johnson.		1	1	12	10	0	0					2	2	2	2	4	4	10,523	50,000		
		do.	F. D. Longwell.		2	3	75	90	0	0	5	5	1	0	6	16			4	4	500	36,000		
		do.	Miss Mary E. Hall.	1880	2	1	10	30	0	0	0	0	2	8	1	2	1	2	4	4	271	5,000		
		do.	R. W. McKinney.		2	0	25	15	27	45			2	1	10	5	2	1	3	3	200	7,000		
		do.	Geo. E. Miller.		1	1	14	21	0	0									3	3	200	7,000		
		do.	John K. Hartup.		1	1	14	21	0	0									4	4	250	8,000		
		do.	C. H. Teach.	1870	1	1	20	25	0	0					5	1			4	4	250	8,000		

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2—Continued.

4724	State and post-office.	Name.	Principal.	Date of establishment.	Second-ary in-struct-ors.		Second-ary stu-dents.		Prepar-ing for college.				College prepar-atory stu-dents in the class gradu-ated in 1902.		19	20	21	Value of grounds, buildings, furni-ture, and scientific apparatus.				
					Male.	Female.	Male.	Female.	Classic-al course.		Sci-entific course.	Male.	Female.	Male.					Female.			
									Male.	Female.										Male.	Female.	
OHIO—continued.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Russellville		High School	J. Lowry Miller	1901	1	0	20	8	39	15					5	7			3		20	\$3,000
Sabina		do	Chas. McDannel		2	0	15	22	0	0					5	10			3		500	10,000
St. Clairsville		do	Miss Maggie Davies	1888	2	1	26	61	0	0					1	1			4		745	20,000
St. Louisville		do	J. W. Horner, B.S.	1870	1	0	15	20	25	30	3	2			1	0			4		200	20,000
St. Marys		do	U. G. Sanger	1870	2	2	69	89	0	0	1	0	15	18	10	11	4	2	4		731	20,000
St. Paris		do	Geo. E. Stephenson		1	1	21	23	0	0			11	10	4	4	3	2	3		350	15,000
Salem		do	B. F. Stanton	1865	2	3	54	71	0	0			11	10	4	4	2	1	4		400	
Sandusky		do	H. N. Morton		3	4	82	171	0	0			9	18	7	6	4	1	4		1,400	
Savannah		do	Miss Mabel G. Garrett		1	0	13	12	0	0			5	5	0	3	0	3	3		350	9,000
Scioto		do	J. E. Clark		2	0	13	25	0	0			0	0	0	3	0	3	2		200	5,000
Setonville		Porter Township High School	Thos. Sikes		1	0	9	8	0	0												
Scott		High School	T. M. Baxter		1	0	16	22	0	0	2	1									100	10,000
Sevenmile		do	C. E. Woolford		1	0	12	6	25	51											197	5,000
Seville		do	G. U. Baumgardner		2	0	25	22	0	0	10	10	5	5	4	3	4	1	4		500	7,000
Shalersville		do	T. A. Bonnell	1897	1	0	2	3	11	11	1	2									100	
Shandon		New London High School.	J. A. Goshorn		1	0	20	15	30	35	10	5			6	2	4	0	3		1,000	10,000
Shanesville		High School	J. F. Hammond	1895	1	0	14	16	46	50			3	0	4	1	3	1	0		100	3,500
Sharon Center		Sharon High School	A. J. Miller		1	0	22	18	0	0	2	0	1	0	2	2	0	4	4		350	6,000
Shauack		Johnsville High School	S. J. Lafferty		1	1	10	32	0	0			1	0	2	0					100	7,000
Shawnee		Higt. School	C. L. Williams	1883	3	2	52	68	0	0					6	12					500	20,000
Shelby		do	W. D. Turner		1	0	13	16	0	0					1	1					1,100	1,000
Sherodsville		do	A. H. Snively	1894	1	0	10	18	0	0					1	1					1,100	1,000
Sbilob		do	F. B. Bryant	1885	1	1	10	18	0	0	4	2	1	0	1	1	1	1	1		400	8,000

4747	Shrewc	do	1882	2	0	30	20	0	0	0	0	2	4	0	8	6	3	0	4	500	10,000
4748	Smithfield	do	1885	1	1	15	16	0	0	0	0	0	0	3	1	4	0	3	3	430	7,600
4749	Smithville	Green Township High School.	1889	1	0	25	17	49	51	0	1	0	1	0	1	0	1	0	3	430	7,000
4750	Somerset	High School.	1885	1	0	28	35	0	0	0	0	0	2	4	2	5	3	2	1	400	15,000
4751	Sonora	do	1898	1	0	15	15	15	15	0	0	0	0	0	0	0	0	0	0	175	2,500
4752	South Bloomfield	do	1860	1	0	14	22	0	0	1	2	1	1	0	1	0	1	0	3	300	3,000
4753	South Charleston	do	1860	2	1	14	22	0	0	1	2	1	1	0	3	3	1	2	3	400	5,000
4754	South Lebanon	Deerfield High School.	1887	1	0	3	8	48	61	1	1	0	0	0	2	5	1	2	3	110	20,000
4755	South Solon	Stokes Township High School.	1887	1	0	15	15	0	0	0	0	0	0	0	2	3	0	0	3	250	6,000
4756	South Webster	High School *	1887	1	0	11	22	52	52	0	0	0	0	0	0	0	0	0	0	10	.....
4757	Spencer	do	1885	1	0	14	30	36	4	2	4	2	4	2	4	2	4	2	3	1,000	6,000
4758	Spencer	do	1885	1	1	25	23	28	24	0	0	0	0	0	0	0	0	0	0	1,000	6,000
4759	Spencerville	do	1889	2	0	16	20	0	0	0	0	0	0	0	0	0	0	0	0	192	6,000
4760	Springboro	do	1889	2	0	30	20	0	0	0	0	0	0	0	0	0	0	0	0	59	30,000
4761	Springvalley	do	1889	1	0	12	16	0	0	0	0	0	0	0	0	0	0	0	0	400	2,000
4762	Staubenville	do	1860	1	0	3	60	90	20	0	0	0	0	0	0	0	0	0	0	300	5,000
4763	Stonewall	do	1860	2	0	17	15	20	18	0	0	1	2	1	2	1	2	1	2	5,000	8,000
4764	Stout	Rome High School	1902	1	0	6	9	56	65	0	0	0	0	0	0	0	0	0	0	1,000	1,000
4765	Stout	High School.	1902	1	0	10	10	50	60	0	0	0	0	0	0	0	0	0	0	60	5,000
4766	Stoupsville	do	1888	1	0	13	23	0	0	0	0	0	0	0	0	0	0	0	0	17	1,000
4767	Stroyker	do	1888	2	0	22	23	0	0	1	2	2	2	4	3	4	2	2	4	200	13,000
4768	Sugargrove	do	1889	1	0	6	38	45	0	0	0	0	0	0	0	0	0	0	0	130	4,500
4769	Sullivan	Township High School.	1892	1	0	15	14	0	0	2	2	2	2	4	5	1	4	0	1	50	7,000
4770	Sulphur Springs	High School *	1891	1	0	8	14	0	0	0	0	0	0	0	0	0	0	0	0	.....	.....
4771	Summersfield	do	1891	1	0	20	25	0	0	3	4	3	4	3	4	3	10	1	2	124	7,000
4772	Swanton	do	1889	2	0	26	27	0	0	0	0	0	0	0	0	0	0	0	0	160	8,000
4773	Sycamore	do	1889	2	0	19	25	0	0	0	0	0	0	0	0	0	0	0	0	50	3,500
4774	Sylvania	do	1887	4	0	16	30	0	0	0	0	0	0	0	0	0	0	0	0	200	25,000
4775	Syracuse	do	1887	2	0	20	35	0	0	0	0	0	0	0	0	0	0	0	0	200	5,000
4776	Tadmore	do	1890	1	0	19	15	0	0	0	0	0	0	0	0	0	0	0	0	280	8,500
4777	Tadmore	Budler Township High School.	1890	1	0	19	15	0	0	0	0	0	0	0	0	0	0	0	0	280	8,500
4778	Talmadge	Central High School.	1879	1	0	8	16	46	48	0	4	2	3	1	0	1	0	0	2	500	4,000
4779	Tarlton	High School	1840	1	0	9	42	63	0	0	0	0	0	0	0	0	0	0	0	400	4,500
4780	Terrace Park	do	1886	1	0	12	18	42	43	0	0	0	0	0	0	0	0	0	0	230	5,000
4781	Thompson	do	1896	1	0	11	20	40	40	1	1	0	0	0	0	0	0	0	0	50	4,000
4782	Thornville	do	1870	1	0	18	20	27	45	0	0	0	0	0	0	0	0	0	0	400	4,000
4783	Thurman	do	1889	1	0	6	15	34	35	0	0	0	0	0	0	0	0	0	0	1,000	1,000
4784	Thurston	Walnut Township High School.	1889	1	0	17	15	0	0	0	0	0	0	0	0	0	0	0	0	69	10,000
4785	Tiffin	Columbian High School.	1887	2	6	88	112	0	0	13	20	5	0	9	21	2	5	4	4	2,000	40,000
4786	Tippecanoe City	Union High School	1887	3	0	30	37	0	0	4	3	2	1	5	5	1	1	1	1	500	40,000
4787	Tiro	do	1887	1	0	3	6	41	37	0	0	0	0	0	0	0	0	0	0	500	40,000
4788	Toledo	Central High School *	1849	14	17	452	740	0	0	0	0	0	0	21	85	14	66	4	500	500,000	
4789	Tontogany	do	1887	1	0	7	18	0	0	0	0	0	0	0	0	0	0	0	0	50	40,000
4790	Tontogany	High School.	1887	1	0	7	18	0	0	0	0	0	0	0	0	0	0	0	0	250	3,000
4791	Toronto	do	1887	3	1	19	21	0	0	1	0	4	1	1	2	1	1	0	4	1,000	40,000
4792	Trenton	do	1887	1	0	6	11	41	45	0	0	0	0	0	0	0	0	0	0	300	5,000
4793	Trimble	do.	1887	1	0	0	5	9	18	0	1	0	1	0	0	0	0	0	0	200	3,000

* Statistics of 1900-1901.

4814	Warren	do	4	123	156	0	0	8	12	40	70	16	17	11	10	4	700
4815	Washington	do	1	0	5	11	48	0	0	1	0	9	17			3	3,000
4816	Washington C. H.	do	3	2	72	97	0	2	1	0	1	0				4	500
4817	Washingtonville	do	1	0	10	33	0	0	2	0	0	1				4	250
4818	Watertown	do	1	0	11	11	0	0	4	2		1	6	1	2	4	33
4819	Waterford	do	1	0	16	21	0	0	0	0	0	0	0	3	0	2	131
4820	Watkins	do	1	0	7	12	0	0				3	4			3	2,000
4821	Wauson	High School	2	1	40	46	0	0	4	4	2	6	2	4	4	4	300
4822	Waverly	do	2	1	40	45	0	0	4	4	2	3	7	1	2	4	1,200
4823	Waynesburg	do	3	4	6	12	0	2	2	0	0	4	0	1	3	3	3,500
4824	Waynesfield	do	1	0	17	12	0	0	0	0	0	0				91	3,000
4825	Waynesville	do	2	0	14	18	7	8	4	2	1	0	4	0	3	0	600
4826	Wellington	do	1	3	71	82	0	0	19	25	6	0	18	2	5	4	200
4827	Wellsville	do.*	3	0	29	57	0	0	4	9		4	9			4	500
4828	West Alexandria	do	0	4	43	70	0	0	2	1	0	3	6	2	2	3	350
4829	West Carrollton	do	1	0	20	22	0	0	6	8		0	3			3	5,000
4830	West Carrollton	do	3	1	36	49	0	0	3	2	0	2	5	2	2	4	15,000
4831	West Elkton	do	1	0	10	9	40	38				2	2			3	100
4832	Westerville	do	2	0	34	31	0	12	15	2	0	2	5	2	2	4	500
4833	West Farmington	do.*	1	0	7	20	37	22				0	2			4	200
4834	West Jefferson	do	2	0	12	19	0	0	0	0		1	1	0	4	350	
4835	West Lafayette	do	2	1	25	35	0	0				3	9	3	9	3	500
4836	West Manchester	do	1	0	10	6	0	0				3	1	2	0	3	50
4837	West Mansfield	High School	2	0	20	16	0	8	4			6	4	4	2	4	130
4838	West Mentor	Mentor High School	1	1	5	15	40	40			1	0	1	2	1	0	30
4839	West Millgrove	High School*	1	0	10	14	10	7				2	1	0		3	220
4840	West Milton	Milton High School	1	0	30	32	0	0	1	2	1	2	5	0	1	4	400
4841	Weston	High School	2	0	8	22	0	0	2	2		0	1			4	350
4842	West Richfield	do	1	0	10	19	3	27				2	1			4	400
4843	West Rustville	do	1	1	6	14	38	9	1	2	3	1	4	1	1	4	5,000
4844	West Salem	do	1	0	18	18	0	0	1	1	0	3	3	1	1	3	300
4845	Weymouth	do.*	1	0	4	5	6									50	500
4846	Wharton	do	1	0	4	6	58	41								3	181
4847	Wheelersburg	do	1	0	8	11	0	0				1	1			3	5,000
4848	Whistler	do	1	0	8	12	19	21				3	10	16		3	3,000
4849	Whitehouse	do.*	1	0	18	18	24	62	2	3	10	16				100	12,000
4850	Wickliffe	Wickliffe Township High School	1	1	4	6	58	67	2	0						4	5,000
4851	Williamsburg	High School	2	0	24	16	0	0	3	0						4	215
4852	Williamsport	Decreeck Township High School	1	0	11	18	0	0				1	1			3	142
4853	Willoughby	High School	3	2	49	45	0	0	9	6	3	0	7	4	1	4	1,100
4854	Willshire	do	1	0	9	10	0	0	0	0	0	3	3			3	20,000
4855	Willington	do	3	1	33	74	0	0	0	0	0	2	16	1	0	4	600
4856	Wilmot	do	1	0	15	24	46	39				1	5	0	2	4	360
4857	Winchester	do	1	0	10	8	0	0	0	0	0	2	6			2	160
4858	Windham	do	2	0	14	13	28	26				1	3	0	2	4	800
4859	Windsor	do	1	1	11	15	25	31				2	0	1	2	1	21
4860	Woodsfield	do	2	0	24	23	0	0	2	3						3	2,000

* Statistics of 1900-1901.

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2.—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Secondary instructors.		Secondary students.		Elementary students.		Students.						Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
PENNSYLVANIA.																			
4927	Abington.....	Miss Bessie Stewart.....	1898	2	1	19	23	0	0								250	250,000	
4928	Alexandria.....	A. M. Allison.....	1894	1	0	9	19	0	0								400	650,000	
4929	Allegheny.....	Jas. E. Morrow.....	1883	14	9	238	377	0	0	27	39	47	11	43	93	9	1	250	50,000
4930	Allentown.....	J. Hiram Schwartz.....	1868	6	4	165	180	0	0	13	2	0	0	21	54	15	3	1,000	50,000
4931	Altoona.....	G. D. Robb.....	1868	4	7	143	245	0	0	4	3	10	6	2	36	6	8	250	58,000
4932	Alverton.....	P. D. Reinhart.....	1897	2	0	20	26	0	0									9,000	
4933	Ambler.....	Warren R. Rahn, M. E.....	.....	1	2	12	15	0	0	1	0							385	20,000
4934	Apollo.....	L. L. Smith.....	.....	1	2	15	25	0	0									300	700
4935	Archbald.....	W. A. Kelly.....	.....	1	1	2	25	16	18	0	4							700	27,800
4936	Arnold.....	J. L. Spiegel.....	.....	1	1	17	17	0	0									1,300	14,000
4937	Ashburne.....	W. F. Ziegler.....	1884	3	3	27	35	0	0	6	2							600	8,000
4938	Ashland.....	S. H. Clair.....	.....	1	1	31	41	0	0	0	2	2	0	7	12	0		1,500	20,000
4939	Ashley.....	Harrison.....	1885	1	2	20	30	0	0									1,500	40,000
4940	Athens.....	Arthur K. Krause.....	1901	1	0	2	5	5	15									25	6,000
4941	Aurora.....	J. P. Robinson.....	.....	2	3	42	97	0	0	3	9	10	2	4	12	4		1,000	5,000
4942	Austintown.....	Elmer Burlingame.....	.....	1	1	13	20	0	0									300	5,000
4943	Bainbridge.....	H. S. Brinser, M. E.....	.....	1	0	12	15	0	0									700	15,000
4944	Bangor.....	William H. Lindeman.....	1875	4	0	47	69	0	0									200	8,000
4945	Bath.....	G. A. Weber.....	1900	1	0	11	9	0	0									310	8,000
4946	Beaumont.....	J. A. Koons.....	1884	1	1	20	36	0	0									300	30,000
4947	Beaver.....	John W. Springer.....	.....	2	1	27	38	0	0	4	2	2	0	1	5	0		1,000	30,000
4948	Beaver Falls.....	John F. Bower.....	1878	3	1	32	37	0	0									300	30,000

4949	Beaford	do	1888	2	1	22	42	0	0	0	0	0	2	4	4	4	800	40,000	
4950	Bellefonte	do	1883	2	2	41	72	0	0	3	8	0	10	7	3	3	940	40,000	
4951	Bellwood	do	1880	1	0	10	21	0	0	1	2	0	0	2	0	0	300	3,000	
4952	Berlin	do	1885	1	0	10	12	0	0	1	1	0	0	2	6	0	243	2,400	
4953	Berrville	do	1865	1	1	16	22	20	23	0	0	0	0	0	0	0	250	4,000	
4954	Berrysburg	Seminary	1865	1	1	10	22	0	0	0	0	0	0	0	0	0	700	20,000	
4955	Berwick	High School	1893	2	2	35	60	0	0	4	0	0	3	9	1	0	350	45,000	
4956	Berwyn	Eastown High School	1876	3	0	13	25	0	0	5	1	0	9	6	5	0	350	20,000	
4957	Bethlehem	High School	1876	3	0	44	42	0	0	5	0	0	9	6	5	0	350	20,000	
4958	do	West Bethlehem High School	1876	2	0	21	17	0	0	0	0	0	3	8	0	0	200	45,000	
4959	Birdsboro	High School	1888	1	0	11	22	0	0	0	0	0	1	4	0	0	450	25,000	
4960	Bismarck	Central High School	1888	1	0	14	8	3	1	1	0	0	3	1	0	0	212	16,000	
4961	Blairsville	High School	1885	2	1	24	34	0	0	10	12	1	1	0	0	0	150	25,000	
4962	Blooming Valley	do	1885	1	0	3	10	0	0	0	0	0	0	0	0	0	25	4,000	
4963	Bloomsburg	do	1874	4	1	64	76	0	0	3	3	4	0	7	16	1	3	750	60,000
4964	Blossburg	do	1895	1	0	15	25	0	0	0	0	0	0	0	0	0	600	20,000	
4965	Bluebell	Whitpain High School	1895	1	0	4	11	0	0	0	0	0	0	0	0	0	267	5,000	
4966	Bonalsburg	High School	1886	1	0	19	13	0	0	4	0	0	7	2	4	0	500	20,650	
4967	Boyetown	do	1886	2	3	39	58	0	0	5	5	1	0	2	6	1	200	45,000	
4968	Bradford	do	1891	1	1	12	24	0	0	0	0	0	4	5	1	0	100	7,000	
4969	do	North Bradford High School	1891	1	1	12	24	0	0	0	0	0	4	5	1	0	100	7,000	
4970	Bradford	High School	1878	4	8	169	245	0	0	6	3	41	40	29	42	6	750	50,000	
4971	Bridgeport	do	1891	1	0	14	15	0	0	0	0	0	0	4	5	0	200	35,000	
4972	Bristol	do	1891	0	3	5	23	0	0	0	0	0	0	0	0	0	510	8,000	
4973	Brockwayville	do	1894	2	0	21	23	0	0	3	1	0	2	3	10	0	674	8,000	
4974	Brookville	do	1891	3	1	24	16	0	0	1	0	1	0	1	10	1	500	500	
4975	Brownsville	Union School	1891	1	1	12	12	0	0	0	0	0	0	0	0	0	800	10,000	
4976	Burgessville	do	1891	2	0	12	12	0	0	0	0	0	0	0	0	0	300	7,000	
4977	Burlingame	South Williamsport High School	1891	2	1	17	16	0	0	0	0	0	3	2	8	3	400	7,000	
4978	Burnham	High School	1892	1	0	2	4	20	19	0	2	0	0	0	2	0	150	3,000	
4979	Butler	do	1890	1	5	66	130	0	0	10	20	0	0	15	2	5	1,200	25,000	
4980	Canonsburg	do	1890	1	2	12	34	0	0	0	0	0	2	9	0	0	150	10,000	
4981	Canton	do	1890	3	6	17	25	0	0	0	0	0	4	6	0	0	250	15,000	
4982	Cardomdale	do	1890	3	6	59	158	0	0	0	0	0	7	20	4	1	1,500	75,000	
4983	Carlisle	Lincoln High School (colored)	1890	1	0	8	9	0	0	0	0	0	0	0	0	0	30	0	
4984	Carnegie	High School	1896	2	4	35	40	0	0	0	0	1	0	5	5	5	50	47,000	
4985	Catasauqua	do	1893	1	1	25	30	0	0	0	0	0	5	12	1	2	700	45,000	
4986	Catawissa	do	1893	1	1	25	30	0	0	0	0	0	7	2	2	0	830	18,000	
4987	Catonsville	do	1898	1	0	10	12	0	0	0	0	0	0	0	0	0	21	2,000	
4988	Chambersburg	do	1893	2	2	47	103	0	0	2	8	0	2	20	2	6	1,000	0	
4989	Charcot	do	1893	1	1	10	9	0	0	0	0	0	0	0	0	0	400	155,000	
4990	Chester	do	1872	3	10	97	187	0	0	5	4	4	1	13	37	6	1	4,000	3,000
4991	Christiana	do	1890	1	1	17	18	0	0	0	0	0	1	4	0	0	125	3,000	
4992	Clarton	do	1890	1	1	17	11	0	0	0	0	0	0	1	7	0	800	20,000	
4993	Clarks Green	do	1890	1	0	6	7	0	0	0	0	0	0	0	0	0	140	10,000	
4994	Clearfield	South Abington High School	1875	2	2	24	69	0	0	8	29	0	3	3	3	3	500	30,000	

* Statistics of 1900-1901.

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2.—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Second-ary in-struct-ors.		Second-ary stu-dents.		Ele-men-tary stu-dents.		Students.				Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					Male.	Female.
PENNSYLVANIA—continued.																	
4995	Clifton Heights.....	Miss Adella A. Smith.....	1885	0	1	7	6	0	0	0	0	0	0	0	0	0	0
4996	Cochdale.....	W. G. Jones.....	1885	1	1	17	25	0	0	0	0	0	0	0	0	0	0
4997	Cochranon.....	S. A. Wilson.....	1886	1	1	18	15	0	0	0	0	0	0	0	0	0	0
4998	Collegeville.....	A. B. Hess, A. M.....	1886	1	1	7	14	33	49	3	3	6	3	0	0	0	0
4999	Columbia.....	Miss Mary X. Welsh.....	1861	1	3	34	43	0	0	6	4	2	10	1	0	0	0
5000	Conemaugh.....	H. D. Condon.....	1885	1	0	5	11	0	0	0	0	0	0	0	0	0	0
5001	Conneautville.....	Miss Ella Skiff.....	1885	1	1	19	35	0	0	2	0	2	10	2	0	0	0
5002	Connelisville.....	J. Horace Landis.....	1870	0	3	32	67	0	0	4	2	8	14	2	3	0	0
5003	Conshohocken.....	W. P. Fetherolf.....	1885	1	2	27	31	0	0	0	0	0	0	0	0	0	0
5004	Coopersburg.....	W. N. Decker.....	1885	1	0	16	17	0	0	0	0	0	0	0	0	0	0
5005	Coplay.....	E. W. Strickler.....	1901	1	0	14	8	0	0	0	0	1	3	0	0	0	0
5006	Cornwall.....	T. A. Niles, A. B.....	1885	1	4	60	105	0	0	14	9	6	1	5	19	0	0
5007	Corry.....	Mrs. Jennie W. Davis.....	1885	2	1	26	56	0	0	3	1	0	2	7	2	4	0
5008	Coudersport.....	Geo. E. Zerliss.....	1885	1	0	11	13	0	0	0	0	0	0	0	0	0	0
5009	Cowan.....	Stephen Mitterling.....	1885	1	3	12	26	0	0	0	0	0	0	0	0	0	0
5010	Curwensville.....	T. A. Hoover.....	1885	2	1	28	37	20	25	14	6	1	1	1	1	0	0
5011	Damascus.....	F. J. Carey.....	1886	2	1	56	51	0	0	5	3	8	2	6	8	3	2
5012	Danville.....	J. C. Carey.....	1886	1	1	32	38	0	0	0	0	0	0	0	0	0	0
5013	Darby.....	Charles P. Sweeney.....	1886	1	1	0	23	23	0	0	0	0	0	0	0	0	0
5014	Dauphin.....	G. W. Pedlow.....	1882	1	1	4	5	10	10	0	0	0	0	0	0	0	0
5015	Delaware.....	J. M. Schroepe.....	1882	1	1	1	1	0	0	0	0	0	0	0	0	0	0
5016	Delaware Water-gap.....	Harry L. Edinger.....	1886	1	1	13	12	0	0	4	2	0	0	0	0	0	0

5017	Delta	do. *	E. B. Barnhart.	1	0	15	20	0	0	0	0	0	0	4	3	100	7,500			
5018	Dempseytown	Oakland High School *	G. W. Cammann	1	0	5	8	30	29	0	1	0	1	.....	3	320	1,600			
5019	Denver	Borough High School	Gis. E. Oswald	1	2	15	18	0	0	1	2	1	0	.....	1	210	12,000			
5020	Dickson City	do.	M. J. Lloyd	1	3	40	50	0	0	5	5	.....	1	1	1	300	30,000			
5021	Dormancost	do.	David R. Hunsicker	1	3	40	50	0	0	.....	.....	.....	.....	.....	.....	250	25,000
5022	Dowlingtown	do.	John R. Hunsicker	2	0	13	15	0	0	2	1	2	1	.....	3	50	15,000			
5023	DuBois	do. *	A. S. Martin	1	3	46	93	0	0	1	0	.....	1	0	3	1,000	.....			
5024	DuBois	do. *	R. G. Smith	1	3	46	93	0	0	1	0	.....	1	0	3	700	10,000			
5025	Dunbar	do. *	R. M. Carroll	1	0	17	30	0	0	2	3	11	2	1	4	500	50,000			
5026	Duncannon	do. *	Wm. L. Roark	1	0	10	13	0	0	2	1	0	2	1	4	400	100,000			
5027	Dunmore	do. *	R. N. Davis	3	3	21	91	0	0	.....	.....	.....	.....	.....	.....	568	23,500
5028	Duquesne	do.	H. F. Whittier	1	4	35	51	0	0	0	8	2	0	.....	4	500	50,000			
5029	Duquesne	do.	F. J. Regan	1	4	25	25	0	0	1	2	1	0	.....	3	100	45,000			
5030	East Brady	do.	P. H. McCabe	2	0	12	20	0	0	.....	.....	.....	.....	.....	.....	500	25,500
5031	Easton	do.	B. F. Sandt	10	2	155	199	0	0	13	3	7	1	.....	2	400	100,000			
5032	Easton	do. *	G. G. Reynolds	1	1	10	17	0	0	3	300	23,000			
5033	East Smithfield	do.	H. L. Keber	2	0	12	18	0	0	.....	.....	.....	.....	.....	.....	300	30,000
5034	East Stroudsburg	do.	H. T. Jones	2	0	12	20	0	0	.....	.....	.....	.....	.....	.....	300	30,000
5035	Ebensburg	do.	James O. Hermann	1	1	12	25	0	0	.....	.....	.....	.....	.....	.....	290	30,000
5036	Edwardsdale	do.	Howard M. Wilson	1885	1	1	25	65	0	0	5	15	.....	3	200	12,000				
5037	Etford	Borough High School	O. O. Coon	1888	1	1	13	25	0	0	3	4	.....	2	0	20,000				
5038	Elizabeth	do.	E. E. Sloat	3	0	20	27	0	0	.....	.....	.....	.....	.....	.....	150	20,000
5039	Elizabethtown	do.	F. W. Skelton	1	1	12	17	0	0	.....	.....	.....	.....	.....	.....	130	4,000
5040	Elkland	Borough High School	Virgil R. Saylor, A. M.	1	1	7	11	0	0	0	2	1	.....	4	100	4,000				
5041	Elklick	Salisbury High School *	Eugene K. Richard	1897	1	1	14	7	9	12	.....	.....	.....	.....	.....	225	.....			
5042	Elysburg	Ralpho District High School.	.....	1	1	14	7	9	12	.....	.....	.....	.....	.....	.....	225	.....			
5043	Emanus	High School.	W. D. Landis	1	0	15	18	0	0	1	0	.....	1	4	.....	300	25,000		
5044	Emanus	do.	E. D. Carothers	1890	1	17	25	0	0	6	5	4	4	3	600	22,500			
5045	Emporium	do.	Call P. Bastian	1890	1	22	44	0	0	.....	.....	.....	.....	.....	.....	425	25,000
5046	Ephrata	Borough High School	H. E. Gehman	1892	2	0	26	20	0	.....	.....	.....	.....	.....	.....	385	31,000
5047	Erie	High School.	Jno. C. Diehl	1896	6	12	228	336	0	0	1	8	12	4	31	67	12	11	4	800	190,000
5048	Everett	do. *	H. L. Rinehart	1	24	33	0	0	0	1	0	7	10	1	0	300	18,000			
5049	Fairfield	do.	C. A. Landis	1	0	7	7	19	7	.....	.....	.....	.....	.....	.....	63	.....			
5050	Fairfield	do.	A. F. Longé	1900	1	19	9	0	4	3	2	2	2	51	1,000			
5051	Flemington	do.	Ira N. McCloskey	1895	1	0	24	0	0	.....	.....	.....	.....	.....	.....	100	4,000
5052	Forest City	do. *	C. T. Thorpe	1	1	16	42	0	0	2	0	8	7	4	200	22,500			
5053	Frankville	do.	J. G. Miller, M. A.	1887	1	36	47	0	0	4	3	4	11	4	3	400	8,000			
5054	Franklin	do.	Charles E. Lord	1879	2	3	54	114	0	0	3	2	8	6	7	17	3	1	4	200	12,000
5055	Freedom	do.	N. H. Inman	1	2	11	17	0	0	1,200	24,000			
5056	Freeport	do.	H. V. Rowan, A. M.	1	1	35	15	0	0	4	2	3	0	.....	3	75	10,000			
5057	Gallitzin	do.	R. H. Biter	1	0	14	28	0	0	.....	.....	.....	.....	.....	.....	500	20,000
5058	Geddesburg	do.	Wm. L. Book	1	1	30	52	0	0	.....	.....	.....	.....	.....	.....	700	30,000
5059	Girard	Meade High School	James J. McElallen	2	0	18	20	0	0	7	6	4	0	.....	4	400	8,000			
5060	Glen Olden	Borough High School	A. F. K. Kroot	1898	1	0	16	11	0	0	.....	.....	.....	.....	.....	100	12,000
5061	Graz	do.	J. T. Hoffman	1	0	12	23	0	0	.....	.....	.....	.....	.....	.....	218	.....			
5062	Great Bend	do. *	John L. Richards	1	1	18	18	48	41	.....	.....	.....	.....	.....	.....	100	5,000
5063	Greencastle	do.	L. E. Smith	1	1	15	14	0	0	3	3	6	14	2	1	2	100	5,000		
5064	Greensburg	do.	G. E. Heller	2	2	27	40	0	0	6	1	4	4	1	4	200			
5065	Greenville	do.	Miss Susan Alice Lect.	2	2	47	70	0	0	.....	.....	.....	.....	.....	.....	271	.....			
5066	Hallfax	do.	Wilbur M. Yehgist	1	1	14	12	47	40	1	1	1	.....	1	3	231	5,400			

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2.—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Second-ary in-struct-ors.		Second-ary stu-dents.		Ele-men-tary stu-dents.		Prepar-ing for col-lege.		Gradu-ates in 1902.		College prepar-atory stu-dents in the class that gradu-ated in 1902.		Length of course in years.	Number in military drill.	21	22
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					Male.	Female.
PENNSYLVANIA—																			
continued.																			
5067	Hamburg		1886	1	0	21	23	0	0	1	1			4	6	1	1	600	\$25,000
5068	Hanover	E. J. Conner	1893	3	1	40	48	0	0	6	3	2	0	9	12	4	3	1,100	35,000
5069	Harmansburg	C. W. Chubbison	1895	1	0	13	11	41	38					1	2			230	8,000
5070	Harrisburg		1892	12	10	287	351	0	0	30	40	20	35	54	17	10	4	2,000	130,000
5071	Hartown	Sam'l. A. Baer		1	0	10	4	20	31	3	1	2	0	3	1	3	1	15	800
5072	Hawley	C. D. Hozen	1878	2	0	10	12	0	0	0	3	2		4	3	3	2	630	16,000
5073	Hawfield	Mark Creaky		1	0	3	4	9	9	3	1								
5074	Hazleton	Robert Kelley, Jr.		1	5	84	102	0	0	45	53	4	0	3	14	0	1	72	
5075	Hellertown	J. Donald Geist	1896	1	0	16	17	0	0	1	1	1	0	3	6	1	1	700	
5076	Highspire	A. I. Reinhard, A. B.		1	0	8	7	0	0	2	1							239	2,500
5077	Holidaysburg	Jno. H. McLoughlin	1877	2	0	28	29	0	0					9	3			92	6,000
5078	Honesdand	C. Leon Brumbaugh		2	4	49	81	0	0					9	3			500	40,000
5079	Honesdale	Mrs. L. P. Williams	1871	2	2	42	60	0	0	8	12	14	6	5	8	4	0	3,000	30,000
5080	Houtzdale	Thomas S. March	1890	1	0	13	20	0	0					1	0	1	3	300	15,000
5081	Hughesville	Geo. W. Baker	1880	1	0	11	11	0	0					3	1	4	2	0	300
5082	Hummelstown	J. G. Dundore		1	1	16	17	0	0	4	0	3	0					1,200	16,000
5083	Huntingdon	H. Lenieh Meyer, M. S.		3	3	89	95	0	0					8	8	2	2	1,500	30,000
5084	Hyndman	F. B. Ott	1889	2	0	17	24	0	0	5	1							1,100	6,500
5085	Independence	David F. Enoeh		1	0	5	14	6	9									65	800
5086	Jeanette	R. E. Horner	1892	2	1	15	23	0	0	1	1	2	0	3	14	3	1	200	1,000
5087	Jenkintown	Geo. E. Reynolds	1887	1	1	13	18	0	0					2	2			350	15,000
5088	Jermyn	Willard S. Campbell		1	1	4	17	19	41	2	0	2	0	3	4			390	20,000
		H. N. Barrett																	

Value of grounds, buildings, furniture, and scientific apparatus.

5069	Jersey Shore.....	1860	1	1	13	59	0	0	0	1	0	4	12	1	0	3	500
5090	Johnstown.....	1883	5	6	86	160	0	0	9	0	2	1	14	8	2	4	1,000
5091	do.....	1883	2	3	41	68	0	0	0	2	0	5	2	0	10	4	50
5092	Kingston.....	.....	1	2	32	49	0	0	0	0	2	0	2	2	0	4	50
5093	Kippie.....	.....	2	0	17	26	0	0	0	0	0	3	4	1	1	3	600
5094	Kittanning.....	.....	2	0	7	20	0	0	0	0	0	2	4	1	1	3	2,000
5095	Knoxville.....	.....	1	0	52	60	0	0	3	2	1	4	7	4	2	2	1,400
5096	Kutztown.....	.....	1	0	5	5	19	11	4	2	0	3	4	2	2	2	20,000
5097	Laceyville.....	.....	1	0	18	10	0	0	6	10	0	3	3	1	3	1	150
5098	Lancaster.....	.....	2	7	0	270	0	0	0	1	1	0	49	4	4	38	3,600
5099	Lansdale.....	.....	1	0	19	24	0	0	0	1	1	7	6	4	1	3	600
5100	Lansdowne.....	.....	0	6	42	60	0	0	2	3	0	4	1	0	4	8,000	
5101	Lansford.....	.....	2	1	30	42	0	0	0	0	0	2	15	3	3	4,778	
5102	Lanrobe.....	.....	4	3	82	110	0	0	2	3	4	0	3	2	3	36,725	
5103	Lebanon.....	.....	2	1	13	17	0	0	2	2	1	0	8	1	1	5,030	
5104	Lechburg.....	.....	2	0	12	17	18	14	2	1	1	5	3	1	2	500	
5105	Leesport.....	.....	1	0	27	37	0	0	4	0	1	7	10	3	0	250	
5106	Lehighton.....	.....	1	2	42	43	0	0	3	5	3	4	18	3	8	480	
5107	Lewisburg.....	.....	2	1	32	57	0	0	0	0	0	2	7	0	0	200	
5108	Lewistown.....	.....	1	1	11	26	0	0	0	0	0	0	18	3	0	15,000	
5109	Linesville.....	.....	2	1	14	36	0	0	0	0	1	0	8	1	1	151	
5110	Lititz.....	.....	1	1	14	36	0	0	3	2	0	1	5	1	2	624	
5111	Liverpool.....	.....	1	0	7	5	4	8	0	0	0	1	3	0	0	400	
5112	do.....	.....	1	0	17	10	32	41	0	0	0	5	3	1	1	1,000	
5113	Lock Haven.....	.....	2	2	64	109	0	0	3	3	12	11	2	2	4	500	
5114	Luzerne.....	.....	1	1	18	27	0	0	0	0	0	3	6	0	0	325	
5115	Lykens.....	.....	1	1	11	26	0	0	0	0	0	0	2	0	2	400	
5116	McDonald.....	.....	2	1	10	20	0	0	0	0	1	2	1	0	3	425	
5117	McDwensville.....	.....	1	0	12	9	2	4	0	0	0	1	2	1	0	3	10,000
5118	McKeesport.....	.....	4	4	66	141	0	0	0	0	0	9	27	2	0	4	400
5119	Manany City.....	.....	2	1	50	83	0	0	0	0	7	8	12	3	3	4	2,500
5120	Manheim.....	.....	1	1	26	18	30	30	1	0	0	5	4	3	4	0	600
5121	Marcus Hook.....	.....	1	0	9	7	0	0	0	0	0	1	1	1	0	8	15,000
5122	Marietta.....	.....	2	0	11	26	0	0	0	0	0	3	3	0	0	3	700
5123	do.....	.....	1	1	19	24	0	0	0	0	0	1	4	4	4	0	10,000
5124	Martinsburg.....	.....	1	0	12	14	0	0	1	0	1	0	2	4	0	3	150
5125	Marysville.....	.....	1	0	13	16	0	0	0	0	0	1	1	0	1	3	200
5126	Mauch Chunk.....	.....	1	2	42	36	0	0	0	0	0	6	5	6	5	4	8,500
5127	Mayfield.....	.....	1	1	17	23	0	0	0	0	1	0	2	1	0	3	450
5128	Meadville.....	.....	1	1	147	267	0	0	0	0	0	8	29	5	3	4	357
5129	Mechanicsburg.....	.....	1	3	30	60	0	0	5	10	0	4	9	2	5	4	610
5130	Media.....	.....	1	1	23	46	0	0	0	7	4	5	10	2	0	4	300
5131	Mercer.....	.....	1	1	33	47	0	0	0	4	5	1	9	1	0	4	500
5132	Meyersdale.....	.....	2	1	29	58	0	0	0	1	0	3	9	4	2	0	30,000
5133	Middletown.....	.....	2	1	25	35	0	0	0	1	0	5	4	2	0	4	500
5134	Mifflinburg.....	.....	2	0	8	14	0	0	0	1	2	0	3	9	1	3	200
5135	Mifflintown.....	.....	2	0	8	14	0	0	0	1	0	3	5	1	1	2	4,000
5136	Milford.....	.....	1	0	8	17	0	0	0	0	0	3	5	1	1	2	150
5137	Millersburg.....	.....	1	2	30	32	0	0	4	3	0	7	6	4	2	4	10,000

* Statistics of 1900-1901.

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Second-ary in-struct-ors.		Second-ary stu-dents.		Ele-men-tary stu-dents.		Students.						Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.			
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				Male.	Female.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
PENNSYLVANIA—continued.																					
5205	Priceburg	M. J. Lloyd.	1881	1	1	14	16	0	0	2	2	2	2	8	4	2	2	4	400	\$35,000	
5206	Punxsunawney	R. E. Anderson.	1890	1	1	20	55	0	0	0	0	0	0	1	2	1	0	4	500	30,000	
5207	Quakertown	S. M. Rosenberger	1888	1	1	34	30	0	0	0	0	0	0	3	2	0	3	3	200	6,000	
5208	Quarryville	S. Edward Gable.	1898	1	0	12	18	0	0	0	0	0	0	2	6	0	0	3	300	6,000	
5209	Ramey	E. O. Tobias, M. E.	1881	1	0	12	15	0	0	0	0	0	0	0	0	0	0	4	600	8,000	
5210	Reading	Chas. S. Foes	1881	9	0	262	0	0	0	10	0	13	0	50	0	20	0	4	2,000	65,000	
5211	do	Miss Mary H. Mayer	1856	0	13	0	365	0	0	0	0	0	3	0	48	0	1	4	4,090	133,000	
5212	Rebersburg	H. W. Morris	1881	1	0	7	4	8	7	2	0	0	0	2	1	0	1	3	155	6,000	
5213	Reidsville	Asher Seiff	1880	1	0	16	8	0	0	2	1	4	0	4	8	0	0	3	100	15,000	
5214	Renovo	Jas. W. Elliott	1886	1	3	54	70	0	0	0	0	0	0	2	6	0	3	4	900	40,000	
5215	Reynoldsville	G. W. Leikert	1886	2	1	23	28	0	0	0	0	3	0	2	0	0	0	4	900	40,000	
5216	Richboro	Thes. A. Bock	1888	1	0	3	5	13	10	0	1	0	1	1	3	1	1	2	114	133,000	
5217	Ridley Park	Geo. G. Chambers	1888	1	0	9	12	0	0	0	0	1	0	4	3	1	0	2	2,078	20,000	
5218	Roaring Spring	Jos. K. Ritchey	1886	2	0	19	19	0	0	0	0	0	0	6	3	5	0	2	300	12,000	
5219	Robesonia	Leonard M. Ruth	1889	1	0	18	14	0	0	0	0	0	0	0	2	0	0	3	250	10,000	
5220	Rochester	Ruhus Darr.	1880	1	1	10	41	0	0	0	0	0	0	3	7	0	0	3	300	6,000	
5221	Rome	Leon J. Russell	1880	1	0	6	3	30	36	0	0	0	0	0	0	0	0	2	150	2,500	
5222	Rouseville	W. O. Woodring	1888	1	0	9	38	0	0	0	0	0	0	3	3	0	0	3	60	2,500	
5223	Royalton	Jno. R. Geyer, A. M.	1888	1	1	14	23	0	2	0	0	0	0	0	4	0	4	4	300	50,575	
5224	Royersford	A. H. Gerberich	1888	1	1	14	23	0	0	2	0	0	0	0	4	1	3	3	300	25,000	
5225	St. Marys	A. Leo L. Suhrie	1885	2	0	20	20	0	0	5	4	2	0	1	9	1	3	3	500	25,000	
5226	St. Petersburg	Jno. M. Myers	1885	1	0	9	24	0	0	0	0	0	0	0	0	0	0	3	25	2,500	

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Second-ary in-struct-ors.		Second-ary stu-dents.		Ele-men-tary stu-dents.		Students.						Number of volumes in the library.	Value of grounds, buildings, furni-ture, and scientific apparatus.					
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.			Male.	Female.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
SOUTH CAROLINA—																						
continued.																						
5341	Bamberg	C. R. Calhoun	1889	1	1	10	22	0	0	3	7				0	3		3			\$1,200	
5342	Barnwell	Wm. H. Jones	1886	1	1	12	25	0	0	8	15				1	2		4		600	10,000	
5343	Bascomville	Wm. H. Judge		1	0	6	2	31	40	1	1											
5344	Beaufort	D. L. Lewis		1	1	25	35	45	45	0	0	2	0					4		350	2,500	
5345	Belton	R. B. Cheatham		1	1	25	35	45	45	1	2				2	12	1	4		450	2,000	
5346	Bermontville	Nathan Toms	1890	2	0	23	36	0	0	0	3				0	0	2	2		212	2,000	
5347	Bishopville	T. D. Jones		1	0	7	11	0	0	1	6				1	3		2		43	3,000	
5348	Blackburg	Thos. G. Wilkinson		2	0	9	12	14	7	1	6				1	3		2		500	3,000	
5349	Blackstock	Thos. G. Gettys		1	0	12	8	65	56									3		75	4,300	
5350	Blackville	R. K. Taylor		1	0	9	12	14	7	1	6				1	2		3			800	
5351	Blenheim	C. G. Bruce		1	1	9	10	29	27	2	3	1	0	1	2			3				
5352	Boyeton	R. H. Fleming		1	0	1	5	19	8			0	2					3		100	5,000	
5353	Branchville	Jas. B. Henderson	1895	1	0	12	20	48	60	2	3	2	0	2				3		75	1,000	
5354	Brownsville	J. S. Fair	1890	1	0	10	7	0	5	5								4			2,000	
5355	Brownsville	S. A. Agnew	1885	1	0	3	32	34										4		50	2,000	
5356	Campobello	G. L. Dickson		1	1	32	38	0	0	4	4				0	2		4			20,000	
5357	Central	Robert L. Goff		1	0	20	17	25	20	8	6				10	0	10	0	4			
5358	Charleston	W. M. Whitehead		9	0	178	0	0	0									4				
5359	.....do	W. K. Tate	1857	2	14	0	350	0	0						0	21	0	5	5	500	50,000
5360	Cheraw	B. C. Melver	1882	1	0	2	34	25	25	2	0				0	4	0	4	3	300	2,500	
5361	Chester	R. L. Douglass	1879	3	0	21	39	0	0						3	8		3		600	15,000	

SOUTH DAKOTA.		High School *	Wm. P. Dunlevy	1	35	55	0	0	5	10	5	10	5	10	4	4	600
5429	Aberdeen	do.*	Ira J. Bradley	3	0	7	67	55	0	0	0	0	0	0	0	0	11,000
5430	Alexander	do.*	Leland C. Flanegin	2	0	16	0	0	0	0	0	0	0	0	0	0	16,000
5431	Alexandria	do	A. H. Seymour	1	0	14	0	0	0	0	0	0	0	0	0	0	7,500
5432	Arlington	do	Mrs. Lena Kyle	1	0	13	0	0	0	0	0	0	0	0	0	0	8,000
5433	Armour	do.*	O. G. Jackman	1	0	4	8	0	0	0	0	0	0	0	0	0	5,000
5434	Artesian	do.*	H. D. Beauchamp	1	0	21	24	36	0	0	0	0	0	0	0	0	5,000
5435	Bath	do.*	J. C. Kirkpatrick	1	2	10	21	27	0	0	0	0	0	0	0	0	1,200
5436	Beggs	do	Geo. W. Kephart	1	2	30	40	0	0	0	0	0	0	0	0	0	500
5437	Berksford	do	Grant Riggle	1	2	20	24	0	0	0	0	0	0	0	0	0	16,000
5438	Birmingham	do	Wm. U. Hays	1	2	5	10	32	28	0	0	0	0	0	0	0	5,000
5439	Blount	do	Wm. J. Kelly	1	0	5	45	75	0	0	0	0	0	0	0	0	4,000
5440	Bowdle	Kelly High School.	S. M. Smith	1	1	20	21	0	0	0	0	0	0	0	0	0	125
5441	Bridgewater	High School.	L. Walters	1	1	30	40	0	0	0	0	0	0	0	0	0	149
5442	Brookings	do.*	C. T. King	1	0	13	0	0	0	0	0	0	0	0	0	0	659
5443	Bryant	do	C. G. Lawrence	1	0	92	50	0	0	0	0	0	0	0	0	0	300
5444	Canton	do	J. E. Tschantz	2	0	13	0	0	0	0	0	0	0	0	0	0	1,000
5445	Centerville	do	J. E. Dooter	1	1	13	0	0	0	0	0	0	0	0	0	0	150
5446	Chamberlain	do	J. J. Hatleberg	1	0	25	0	0	0	0	0	0	0	0	0	0	500
5447	Clearlake	do	Geo. Kahn	1	0	8	14	48	92	3	3	0	0	0	0	0	18,000
5448	Columbia	do	Alexander Strachan	1	0	2	3	17	0	0	0	0	0	0	0	0	185
5449	Deardwood	do	J. E. Tschantz	2	2	36	67	0	0	0	0	0	0	0	0	0	100
5450	Dell Rapids	do.*	J. E. Swanson	1	1	21	38	0	0	0	0	0	0	0	0	0	200
5451	Desmet	do	Miss Marion Krom	1	1	15	17	0	0	0	0	0	0	0	0	0	7,000
5452	Doland	do	L. E. Bruner	1	0	5	34	40	0	0	0	0	0	0	0	0	60
5453	Egan	do	H. E. French	1	0	9	9	0	0	0	0	0	0	0	0	0	8,000
5454	Elkpoint	do	Geo. Bowers	1	2	24	0	0	0	0	0	0	0	0	0	0	103
5455	Estelline	do	B. Malcolm Lawrence	1	0	4	11	56	50	0	0	0	0	0	0	0	289
5456	Flandreau	do	W. T. Eddy	1	2	40	41	0	0	0	0	0	0	0	0	0	200
5457	Fredrick	do	L. W. Ham	1	0	2	6	38	89	0	0	0	0	0	0	0	500
5458	Garryton	do	W. G. Jolley, B. S	1	0	2	5	58	65	0	0	0	0	0	0	0	3,000
5459	Gayville	do	William H. Bacon	1	0	6	9	0	0	0	0	0	0	0	0	0	6,000
5460	Gettysburg	do.*	J. M. Hunter	1	0	6	9	0	0	0	0	0	0	0	0	0	359
5461	Groton	do.*	Mrs. Emma Armstrong	1	0	20	27	0	0	0	0	0	0	0	0	0	6,300
5462	Hecala	do	D. S. Shutsom	1	0	5	4	22	21	0	0	0	0	0	0	0	3,000
5463	Hermosa	do	Chas. S. Cobb	1	1	23	31	0	0	0	0	0	0	0	0	0	70
5464	Hot Springs	do	F. S. Hatch	1	1	25	35	0	0	0	0	0	0	0	0	0	200
5465	Howard	do	Robert W. Calderwood	1	0	10	10	65	50	0	0	0	0	0	0	0	3,500
5466	Hudson	do	Miss Clara Sylvester	1	0	10	14	0	0	0	0	0	0	0	0	0	300
5467	Hurley	do	Edwin Snyder	1	3	50	44	0	0	0	0	0	0	0	0	0	15,000
5468	Huron	do	F. C. Lindsey	1	0	4	39	62	0	0	0	0	0	0	0	0	10,000
5469	Ipswich	do.*	P. S. Bohland	1	0	5	12	45	68	1	3	7	3	10	3	0	175
5470	Ironwood	do	Geo. H. Deard	1	0	8	12	12	12	0	0	0	0	0	0	0	6,000
5471	Lake Preston	do	E. B. McClenon	1	0	7	0	0	0	0	0	0	0	0	0	0	205
5472	Lebanon	do	Miss Bernice Cartwell	1	0	7	14	0	0	0	0	0	0	0	0	0	130
5473	Lehigh	do	S. C. Burkhead	1	0	59	59	0	0	0	0	0	0	0	0	0	200
5474	Madison	do	G. J. Grace	2	2	15	10	35	40	1	0	4	3	5	6	0	400
5475	Madison	do		1	2	23	26	0	0	0	0	0	0	0	0	0	50
5476	Medicine	do		1	2	23	26	0	0	0	0	0	0	0	0	0	500
5477	Milbank	do		1	2	23	26	0	0	0	0	0	0	0	0	0	11,000
5477	Miller	do		1	1	18	14	0	0	0	0	0	0	0	0	0	800

* Statistics of 1900-1901.

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2.—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Second-ary in-struct-ors.		Second-ary stu-dents.		Prepar-ing for col-lege.				Col-lege pre-pa-ri-ary stu-dents in the class that grad-u-ated in 1902.		Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furni-ture, and scientific apparatus.				
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					Male.	Female.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
TEXAS—continued.																					
5606	Arether City	Win. T. Hoyer	1901	1	0	4	6	21	51	2	3	1	4	1	1	1	1	4	4	100	\$1,500
5607	Arlington	W. W. Witt	1875	1	0	5	6	0	0	2	3	1	2	1	1	1	1	4	4	100	6,000
5608	do	J. Speed Carroll	1875	2	1	6	4	39	37	0	0	3	2	3	2	5	2	3	3	160	1,500
5609	Alber	G. W. Florence	1881	3	4	40	39	0	0	15	11	2	0	5	2	5	2	3	3	256	7,000
5610	Austin	J. E. Pearce	1881	3	5	70	191	0	0	20	40	9	14	6	10	8	10	3	3	500	75,000
5611	do	L. C. Anderson	1881	1	0	2	3	45	65	2	0	0	0	1	2	0	0	3	3	30	.....
5612	Baird	E. D. Loitspeich	1885	1	1	47	20	0	0	0	0	1	1	1	2	1	1	3	3	13	3,000
5613	Bastrop	H. B. Fry	1885	1	0	7	9	0	0	1	1	0	0	0	0	0	0	3	3	.....	8,000
5614	do	J. C. Edmunds	1880	1	1	20	30	0	0	0	0	5	0	1	2	2	2	3	3	500	20,000
5615	Beaumont	T. J. Charlton	1896	1	0	4	5	96	145	0	0	0	0	1	2	0	0	4	4	30	10,000
5616	Belcherville	W. M. Dowell	1898	1	0	18	21	32	43	3	3	2	0	0	6	0	3	3	36	36	5,000
5617	Bellville	C. W. Fenge	1883	2	3	14	18	0	0	5	3	8	15	8	17	3	8	3	600	4,500	
5618	Belton	W. W. Higgins	1883	2	3	45	56	0	0	3	8	8	15	8	17	3	8	3	250	10,000	
5619	Ben Wheeler	J. F. Davidson	1883	1	0	10	5	70	55	0	0	3	4	3	5	3	5	4	1,000	3,000	
5620	Blooming Grove	J. C. Dorsey	1883	2	0	21	18	0	0	5	3	3	4	3	5	3	5	4	260	2,000	
5621	Bowie	Thos. W. Platt	1883	3	0	25	45	0	0	1	3	1	3	2	5	1	3	4	1,000	25,000	
5622	Brackerville	A. H. Horn	1890	1	1	8	17	0	0	1	3	0	0	0	1	0	1	3	3	150	8,000
5623	Brady	G. C. Jones	1890	2	0	14	49	0	0	2	3	0	0	1	0	1	0	3	3	275	4,000
5624	Braudon	W. F. Doughty	1902	1	1	46	15	0	0	6	3	3	0	1	0	1	0	3	3	260	9,000
5625	Brenham	E. A. Pace	1875	3	1	31	46	0	0	3	7	3	0	6	12	6	12	3	3	400	10,000

5626	Brook	L. W. Coleman	1	1	12	10	47	36	2	2	2	1	1	6	4	600
5627	Brownwood	Mrs Etta M. Johnson	1	3	19	70	0	0	1	3	1	2	2	11	3	200
5628	Brushycreek	W. F. Davis	1	1	20	20	40	40	2	3	4	2	2	3	3	500
5629	Bryan	S. H. Hickman	2	1	17	61	0	0	9	25	1	3	1	3	3	800
5630	do	P. Landry	1	0	5	13	0	0	0	0	0	0	0	0	3	160
5631	Burkeville	H. P. Webb	1	1	38	29	0	0	5	7	3	1	7	3	3	5,000
5632	Calvert	Allison Thompson	1	2	14	33	0	0	1	5	1	12	1	12	3	1,000
5633	do	J. D. Hill	1	1	4	12	0	0	2	1	1	1	1	1	3	2,500
5634	Cameron	Jno. F. O. Shea	3	0	20	22	0	0	8	6	2	1	2	1	4	230
5635	Cedarhill	John Leeman	1	1	15	20	35	45	0	0	0	0	0	0	2	27,000
5636	Celastee	B. A. Stafford	2	1	18	20	0	0	10	12	1	2	1	2	4	750
5637	Center	W. H. Rushing	1	2	67	39	0	0	6	3	0	3	0	3	3	13,000
5638	Chico	G. H. Carpenter	2	0	25	25	0	0	0	0	0	4	3	2	1	4,900
5639	Childress	R. H. Templeton	2	0	38	60	0	0	0	0	0	2	4	2	4	2,000
5640	Chisholm	Berry Creek High School	1	1	21	25	0	0	0	0	0	3	0	4	3	300
5641	Cisco	Enoch Dickson	2	0	24	26	0	0	0	0	0	3	3	1	0	1,500
5642	Clarendon	S. E. Thompson	1	0	16	14	82	26	2	4	2	3	1	0	3	100
5643	Clarendon	W. L. Butler	2	0	14	30	0	0	2	2	2	4	2	1	4	280
5644	Clarksville	W. R. Silvey	2	0	41	22	0	0	15	8	5	4	4	4	4	50
5645	Cleburne	A. J. Street	3	1	53	97	0	0	1	5	2	0	4	12	2	600
5646	Cold Springs	A. W. Oliver	1	0	6	12	25	28	0	0	0	4	2	4	4	1,500
5647	Coleman	T. D. Shepherd	2	0	10	20	0	0	0	0	0	1	4	1	2	1,500
5648	Colorado	L. P. Skinner	2	0	24	36	0	0	0	0	0	0	0	0	0	430
5649	do	H. G. Kiehl	1	1	6	11	0	0	0	0	0	0	1	5	250	
5650	Comanche	A. W. Evans	2	1	30	59	0	0	2	2	0	7	14	0	3	250
5651	do	J. L. Hicks	1	1	12	23	23	12	0	0	0	0	0	0	0	1,025
5652	Corpus Christi	Messes Menger	2	2	33	38	0	0	3	1	0	9	3	4	3	1,000
5653	Costantina	W. P. Stephenson	2	3	65	120	0	0	7	24	4	10	4	0	3	500
5654	Cottongin	W. F. Flanniken	1	1	10	10	33	33	0	0	0	0	0	0	0	800
5655	Crawford	J. F. Ellis	2	2	35	54	0	0	2	3	1	1	3	0	1	1,300
5656	Crockett	Walker King	3	0	9	29	0	0	0	0	0	0	0	0	0	650
5657	Croco	L. G. Covey	1	0	3	29	0	0	0	0	0	0	0	0	0	20,000
5658	Cumby	A. Mitchell	1	0	18	20	0	0	2	3	0	0	0	0	0	25,850
5659	Cundiff	R. S. Walton	1	0	13	21	46	34	0	1	0	0	0	0	0	300
5660	Dalingerfield	B. F. Holcomb	1	3	30	40	0	0	0	0	0	0	0	0	0	10
5661	Daingerfield	T. E. Peters	4	0	59	71	0	0	0	0	0	6	12	4	50	
5662	do	J. Morgan	5	4	133	351	0	0	0	0	0	12	22	0	700	
5663	do	N. W. Harlice	1	1	9	57	0	0	0	0	0	1	13	1	4	41,800
5664	Dawson	G. W. Farmer	1	2	40	45	0	0	10	5	5	4	2	4	2	35,000
5665	Del Rio	T. C. Hickman	1	0	15	12	0	0	0	0	0	0	0	0	0	2,800
5666	Denison	D. S. Furman	3	2	61	140	0	0	3	1	3	1	2	2	4	10,000
5667	Denton	J. S. Carlisle	3	0	30	60	0	0	0	0	0	5	6	4	3	511
5668	Dodd City	G. A. Webb	1	0	20	20	0	0	0	0	0	0	0	1	0	45,000
5669	Duffau	J. W. Hamilton	1	0	15	15	0	0	0	0	0	0	0	0	0	6,000
5670	Eagle Lake	R. E. Nunn, Ph. B.	1	0	16	14	0	0	4	10	0	0	0	0	0	125
5671	Eagle Pass	W. B. Hawkins	1	0	4	10	0	0	0	0	0	0	0	0	0	50
5672	Eastland	J. H. Hankins	1	1	27	15	0	0	3	2	1	1	1	1	3	6,000
5673	Elkhart	E. E. Barker	1	0	5	4	61	65	0	0	0	0	0	0	0	5,000

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2.—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Second-ary in-struct-ors.		Second-ary stu-dents.		Ele-men-tary stu-dents.		Prepar-ing for col-lege.				Col-lege prepa-ratory stu-dents in the class that gradu-ated in 1902.		Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, build-ings, furni-ture, and scientific apparatus.
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
				5	6	7	8	9	10	11	12	13	14	15	16					17	18	19	20	21	22
TEXAS—continued.																			
5674	El Paso.....				1	0	4	10	0	0						3		300	\$15,000
5675	Farris.....	Douglass High School (colored).		3	1	26	34	0	0	8	7	2	1	5	5	4		2,040	2,000
5676	Evant.....	do.	1880		1	25	30	0	0	3	5	2	0			3		160	7,200
5677	Farmer.....	do.			1	18	26	20	25	1	2					3		34	2,500
5678	Fate.....	do.			1	10	10	40	39							3			500
5679	Flatonia.....	Blackland High School *			1	18	35	0	0	3	5					4		79	5,000
5680	Florence.....	College	1888		1	10	13	98	77							2		100	4,000
5681	Fort Worth.....	High School	1887		1	0	10	13	98							2		700	100,000
5682	do.....	High School (colored) *	1882		2	221	285	45	55	1	0	1	0	1	4	4		207	10,000
5683	Franklin.....	High School	1884		2	0	23	27	0	0						3		150	4,000
5684	Fredericksburg.....	do. *			1	0	14	3	0	0						4		30	5,550
5685	Gainesville.....	High School	1886		3	3	78	128	14	15						4		572	30,250
5686	Galveston.....	Ball High School *	1881		4	3	115	160	0	0	8	12	12	26	8	6	4	1,200	150,000
5687	do.....	Central High School (colored).	1885		1	9	15	0	0			1	1	1	3	4		200	1,500
5688	Garrett.....	High School *			1	0	7	6	0	0						4		500	2,500
5689	Garrison.....	Mineral Springs Institute.	1901		1	1	14	21	0	0	0	1	2	0		4		400	30,000
5690	Gatesville.....	High School			3	0	35	59	0	0	5	6				4		75	23,525
5691	Georgetown.....	do.	1896		1	1	40	42	0	0	3	4				3		100	1,500
5692	Gibtown.....	do. *			1	1	25	21	0	0	0	3	0			3		350	7,700
5693	Goldthwaite.....	Ela. Goldthwaite High School.			1	0	21	27	0	0						3			
5694	Gonzales.....	High School *			3	1	24	30	0	0	4	6				2		1,000	40,000

5685	do.	J. H. Pickard	1890	1	1	3	15	0	0	0	1	1	4	3	4	3	4	3	3	3,000
5686	Graham	J. N. Johnston	1880	1	1	41	61	0	0	5	6	8	7	9	12	4	3	4	160	12,000
5687	Greenville	E. R. Benedict	1885	2	3	78	126	0	0	3	4		9	12	0	2	0	2	300	30,000
5688	Groesbeck	J. Cox		1	1	18	22	0	0					2	0	1			200	10,000
5689	Hallsdale	M. Z. Spahr	1901	1	1	30	31	0	0	3	1		3	2	0	3	1		3,200	3,200
5690	Haskell	L. T. Litscy		2	0	29	33	0	0				2	6					250	15,000
5701	Hearne	R. J. Kepke	1900	2	1	6	13	0	0	0	3		0	4					250	500
5702	Hemphill	Subline Valley Academy*		1	0	6	13	0	0	38									20	7,000
5703	Hempstead	W. M. Drake		1	3	47	77	0	0				3	8					100	400
5704	Henrietta	High School (colored)*		1	0	8	13	0	0				1	3	0	3	6	3	31	4,500
5705	Hillsboro	T. S. Cox	1890	1	2	20	43	0	0	1	3	1	0	9	0	1	0	1	560	40,000
5706	Holland	Miss Kate Wright	1891	1	5	68	71	0	0	2	4	1	2	3	6	0	8	4	3,000	160,000
5707	Honeygrove	P. E. McDonald	1890	10	11	35	45	0	0	15	20		8	49	4	17			3,000	30,150
5708	Houston	J. E. Niday	1860	10	11	300	500	0	0				8	49	4	17			180	12,000
5709	do.	Charles Atherton		3	0	35	45	0	0	5	4		0	3					200	3,500
5710	Hubbard	C. B. Cole		3	0	25	12	0	0				1	7	1	7			100	2,500
5711	Hughes Springs	E. C. Nelson		2	2	15	33	0	0				0	4	0	4			100	14,000
5712	Huntsville	John W. Clark	1896	1	0	17	25	0	0	3	5		0	4	0	4			51	500
5713	Hutto	W. H. Emert		2	0	10	30	0	0				3	3	3				32	6,000
5714	Iredell	F. C. A. Lehnberg	1883	2	3	60	50	0	0	8	2	6	3	2	4				250	9,500
5715	Jacksboro	J. K. Westcott	1899	2	0	20	30	0	0	4	8	6	10	2	2	0	2	4	1,000	4,000
5716	Jefferson	C. H. Humphreys		1	0	5	10	59	28	0	2	4	1	1	6	0	3	4	500	5,000
5717	Kentucky	J. K. Baze	1893	1	1	30	39	0	0	3	4		1	1	6	0	3	4	100	2,000
5718	Kaufman	C. J. Maxwell	1900	2	0	40	55	0	0										50	500
5719	Kerens	T. M. Smith	1880	1	3	31	48	0	0	3	3	3	3	2	4				32	6,000
5720	Kerrville	J. G. Toland		1	2	40	38	0	0	2	2								1,000	5,000
5721	Kingston	E. E. Matthews	1880	1	2	40	38	0	0										100	5,000
5722	Kosse	S. S. Munroe		1	0	8	7	0	0										300	10,485
5723	Lagrange	C. A. Brown	1891	2	1	28	35	0	0	12	15		3	2	3	2	4		250	22,810
5724	Lampasas	J. N. Huff		1	0	20	15	0	0										450	5,000
5725	Leavelle	E. V. White		1	0	5	8	0	0										40	3,000
5726	Leesburg	H. Porter		1	0	20	15	0	0										142	1,000
5727	Libertyhill	J. N. Bidwe	1899	2	0	22	20	0	0	2	1		3	1	2	1			75	3,215
5728	Livingston	H. M. Brown	1900	3	1	20	30	0	0										75	16,000
5729	do.	W. E. Pruetton	1900	1	1	17	12	0	0										150	3,000
5730	Lometa	S. J. Enodis	1889	1	0	22	21	0	0	1	2		2	0	1	2			30	13,000
5731	Longview	R. F. Chanton		2	0	40	28	0	0	1	3								35	1,000
5732	Lochady	F. M. Martin		2	1	31	30	0	0				1	0	2	3	1	0	3	1,600
5733	Larkin	W. M. Martin (supl.)		2	0	15	20	0	0				2	6					40	13,000
5734	Madison	W. M. Schodfield	1885	3	0	11	20	0	0				4	11	4	7			200	32,000
5735	McGregor	Walter S. Aunston	1890	2	1	40	60	0	0				5	5					500	35,000
5736	McKinney	R. E. Chapman		2	2	70	95	0	0	2	3	1	1						35	1,000
5737	Manor	Jno. McKinn		1	0	6	4	78	79										230	16,800
5738	Marble Falls	Thomas J. Paine	1893	2	1	31	30	0	0	1	3	1	5	2	2	1			500	7,000
5739	Marfa	H. B. Griffin	1899	1	1	29	24	35	37	5	4	3	0	0	1	0	1	0	500	1,500
5740	Marlin	Miss Eva Nettles		1	2	30	40	0	0	1	1	0	9	0	8	4			422	25,000
5741	Marshall	E. B. Fritz	1883	4	1	38	74	0	0	0	1	14	12	0	5	0	1	4	150	10,000
5742	Mason	S. A. McCollum	1888	1	3	52	67	0	0				2	8					1,375	25,000
5743	Merit	T. J. O'Neal		2	0	9	7	0	0										1,600	25,000
5744	Mexia	W. D. Butler	1887	3	1	72	115	0	0	25	15	0	8	9	3	2				

* Statistics of 1900-1901.

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2.—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Second-ary in-struct-ors.		Second-ary stud-ents.		Ele-ment-ary stud-ents.		Students.						Number in military drill.	Value of grounds, buildings, furniture, and scientific apparatus.				
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.			Male.	Female.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
TEXAS—continued.																					
5745	Mexia	J. P. Hall.	1885	1	0	4	5	55	79					0	4			4	20	\$1,500	
5746	Midland	R. E. Rankin	1892	1	0	16	14	0	0					5	4	2	1	2	300	12,000	
5747	Midford	R. P. Lanxin		1	4	45	40	0	0	15	14	1	1					3	200	3,000	
5748	Mineralwells	E. O. McNew		2	0	35	36	0	0					3	3			4	214	15,000	
5749	Montague	T. A. Taggart		1	0	4	5	107	114	1	0	2	1	0	2			3	63	5,529	
5750	Moody	W. B. Newby		2	0	24	28	0	0									4		2,500	
5751	Mount Pleasant	A. L. Bradford		2	0	16	13	0	0									4		16,000	
5752	Munt Vernon	J. E. Abney	1893	2	0	43	80	0	0	5	6	3	8	4	6	2	0	2	60	5,000	
5753	Mullin	J. R. Griffin	1896	1	1	18	20	42	37									4		3,500	
5754	Navasota	W. B. Bizzell	1888	2	1	21	39	0	0									4	368	29,785	
5755	do.	A. C. McMillan		2	1	17	0	0	0					1	2	1	0	2	500	2,000	
5756	New Braunfels	J. G. Nease	1895	2	0	7	15	0	0	1	2							3	134	10,475	
5757	Norcom	T. A. Taggart	1892	1	0	9	6	0	0									4		2,000	
5758	Norfolk	L. K. Smith		1	1	13	10	92	33									3	500	16,475	
5759	Ozanawille	J. A. Humphries	1898	1	0	18	12	57	48									4		2,000	
5760	Olney	W. D. Bolding		2	0	22	13	25	25									4		7,730	
5761	Orange	J. R. Kirkley		1	0	11	32	0	0					3	6			3	1,742	7,300	
5762	do.	Sum. R. Pinckney, Jr.		1	0	1	25	0	0					0	3			3	203	1,750	
5763	Ossage	J. L. Sams		1	0	8	4	42	45					3	2	3	2	4	250	600	
5764	Overton	Hubbard College*		1	1	29	24	33	27	6	2			3	1			3	100	2,000	
5765	Ovilla	S. H. Whitley		1	0	20	15	0	0					3	1			3	328	25,000	
5766	Palcstine	J. L. Russell		3	1	53	68	0	0					0	11	0	3	3			
5767	do.	N. A. Banks, M. S.		1	0	10	10	0	0			1	0	2	0	1	0	3		4,316	
	Lincoln High School (colored).			1	0	10	10	0	0									3			

5768	Paris	High School	J. P. Downer	1884	2	2	7	60	136	0	0	0	0	3	1	.....	6	34	.....	4	.....	2,000	40,000
5769	do	Province Street High School (colored).	E. W. Baitly	.....	2	2	1	12	19	0	0	0	0	.....	.....	.....	0	4	.....	3	.....	400	9,000
5770	Pearson	High School *	E. C. Bohon	1	1	1	12	18	0	0	0	0	2	0	3	11	1	3	175	10,000
5771	Peasart	do	G. M. Jones	1892	1	1	1	30	30	0	0	0	0	.....	.....	.....	0	.....	.....	4	.....	40	2,000
5772	Pleaton	do	J. O. Miner	2	1	0	15	10	0	0	0	0	12	8	3	9	2	6	450	15,000
5773	Pittsburg	Jeff Davis College	W. S. Burks, A. B.	1887	2	1	4	53	0	0	0	0	0	3	0	6	6	3	3	150	11,125
5774	Plano	High School	Jas. T. Johnson	.....	4	0	0	38	52	0	0	0	0	6	6	3	0	6	6	3	3	1,200	1,200
5775	Poolville	do	R. A. Wilkins	.....	2	0	0	22	18	0	0	0	0	.....	.....	.....	.....	.....	.....	.....	.....	1,000	1,000
5776	Queen City	do. *	J. B. Price	1894	1	1	1	10	12	20	30	0	0	.....	.....	.....	1	3	.....	4	.....	100	3,000
5777	Quitman	College	Clyde Jordan	1890	1	0	6	4	16	50	60	0	0	.....	.....	.....	.....	.....	.....	3	.....	100	1,250
5778	Randolph	High School	J. R. King	1890	2	0	3	7	60	56	0	0	0	.....	.....	.....	.....	.....	.....	4	.....	1,000	7,000
5779	Ranger	do	J. E. Lyle	1897	4	2	4	46	73	0	0	0	0	.....	.....	.....	37	26	.....	4	.....	200	1,000
5780	Ravenna	do	J. E. Temple Peters	1892	1	0	2	30	42	47	0	0	0	3	4	.....	.....	.....	.....	4	.....	60	1,000
5781	Richland Springs	do	T. D. Evans	1892	1	0	2	28	30	0	0	0	0	.....	.....	.....	.....	.....	.....	4	.....	90	3,000
5782	Ritesel	do	J. M. Dunn	.....	1	0	4	6	65	73	0	0	0	.....	.....	.....	.....	.....	.....	3	.....	160	6,000
5783	Risingstar	do	J. H. Bradley	1885	2	0	20	29	0	0	0	0	0	2	2	2	2	1	4	12,000	12,000
5784	Rockport	do	J. V. Holland	1892	2	0	20	30	0	0	0	0	0	.....	.....	.....	.....	.....	.....	3	.....	190	4,500
5785	Rockwall	do	C. L. Stafford	.....	1	1	12	28	0	0	0	0	0	.....	.....	.....	.....	.....	.....	2	.....	7,000	7,000
5786	Rosebud	do	Hadley E. Nash	.....	1	1	6	10	34	40	0	0	0	.....	.....	.....	.....	.....	.....	4	.....	2,000	6,000
5787	Round Mountain	do	A. J. Hale	1892	1	1	22	23	0	0	0	0	0	4	5	3	4	2	1	2	1	3	600	6,890
5788	Rundrock	Institute	J. C. Thomas	1884	2	0	18	15	0	0	0	0	0	.....	.....	.....	.....	.....	.....	3	.....	400	2,700
5789	Runge	High School	F. Z. T. Jackson	1892	2	0	12	13	59	63	0	0	0	.....	.....	.....	.....	.....	.....	1	.....	400	20,000
5790	Salado	do	E. J. Mathews	1	3	40	71	0	0	0	0	0	1	2	4	12	1	0	650	62,500
5791	San Angelo	do	J. S. Abbott	1889	1	5	59	136	0	0	0	0	0	13	25	8	3	2	17	2	12	3	200	10,000
5792	San Antonio	do	Chas. J. Larkin	1879	5	5	59	136	0	0	0	0	0	.....	.....	.....	.....	.....	.....	3	.....	200	10,000
5793	do	Riverside High School (colored)	S. J. Sutton	1894	2	0	3	21	0	0	0	0	0	.....	.....	.....	.....	.....	.....	3	.....	250	5,000
5794	San Diego	High School	C. H. Hufford	.....	1	1	14	19	0	0	0	0	0	.....	.....	.....	.....	.....	.....	4	.....	40	10,000
5795	San Marcos	do	J. M. Stinger	1891	1	1	25	30	0	0	0	0	0	.....	.....	.....	.....	.....	.....	3	.....	200	5,000
5796	San Sabu	do	G. H. Hagan	1890	2	0	32	37	0	0	0	0	0	.....	.....	.....	.....	.....	.....	4	.....	200	5,000
5797	Segrin	do	A. N. McCallum, B. A.	1882	2	1	30	37	0	0	0	0	0	10	15	2	0	7	7	4	5	3	1,500	15,000
5798	Shelbyville	do	J. W. Curtis	.....	3	0	35	27	0	0	0	0	0	.....	.....	.....	.....	.....	.....	4	.....	425	1,500
5799	do	do	O. S. Woolley	.....	1	1	22	19	0	0	0	0	0	.....	.....	.....	.....	.....	.....	2	.....	1,200	5,000
5800	do	Fred Douglass High School (colored)	L. J. Williams	.....	1	0	5	149	230	0	0	0	0	.....	.....	.....	.....	.....	.....	1	.....	275	5,000
5801	Sherman	High School (colored)	J. W. Reese	.....	1	0	12	15	0	0	0	0	0	.....	.....	.....	.....	.....	.....	2	.....	1,000	1,000
5802	Sipe Springs	High School *	A. J. Tippit	.....	1	0	2	13	62	73	0	0	0	.....	.....	.....	.....	.....	.....	3	.....	3,600	3,600
5803	Smiley	Glover Institute *	J. B. Jones	1898	3	0	47	75	0	0	0	0	0	4	5	.....	.....	.....	.....	5	.....	600	20,000
5804	Stephenville	do	M. D. Russell	.....	1	0	6	7	0	0	0	0	0	.....	.....	.....	.....	.....	.....	3	.....	1,000	1,000
5805	Sulphur Bluff	do	J. G. McMillan	.....	1	0	12	25	28	31	0	0	0	.....	.....	.....	.....	.....	.....	3	.....	400	1,800
5806	Swan	Oakland High School *	R. E. L. Henry	.....	1	2	24	40	0	0	0	0	0	.....	.....	.....	.....	.....	.....	3	.....	506	1,800
5807	Taylor	High School *	T. A. Collins	1896	1	0	8	140	132	0	0	0	0	.....	.....	.....	.....	.....	.....	4	.....	1,000	42,000
5808	do	High School (colored) *	C. K. Willbanks	1883	4	1	27	43	0	0	0	0	0	.....	.....	.....	.....	.....	.....	3	.....	120	3,000
5809	Tamaha	High School	S. D. Irvine	1883	1	0	9	15	0	0	0	0	0	.....	.....	.....	.....	.....	.....	3	.....	100	6,000
5810	Terrell	do	W. H. Barnett	.....	2	0	23	19	0	0	0	0	0	.....	.....	.....	.....	.....	.....	3	.....	100	3,000
5811	do	High School (colored)	F. C. Nolen	1888	2	0	25	50	0	0	0	0	0	5	10	7	15	1	3	2	3,500	3,500
5812	Thornton	do	J. B. Ramsey	.....	1	2	20	10	0	0	0	0	0	.....	.....	.....	.....	.....	.....	3	.....	100	3,000
5813	Thompson	do	J. W. Parker	.....	2	0	5	10	0	0	0	0	0	.....	.....	.....	.....	.....	.....	2	.....	3,500	3,500
5814	Trenton	do	W. A. Peete	.....	1	0	4	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	.....	.....	.....
5815	Tyler	High School (colored) *	.....	.....	1	0	4	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	.....	.....	.....

* Statistics of 1900-1901.

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2.—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Second-ary in-struct-ors.		Second-ary stu-dents.		Ele-ment-ary stu-dents.		Prepar-ing for college.				College prepar-atory stu-dents in the class that gradu-ated in 1902.		Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furni-ture, and scientific apparatus.	
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					Male.	Female.
TEXAS—continued.																				
5816	Uvalde			1	1	31	32	0	0							3		200	\$10,000	
5817	Velasco	P. A. Gates	1890	1	0	3	9	31	49							4		450	5,000	
5818	Victoria	C. D. Jessup	1899	2	2	25	55	0	0	2	4	2	2	0	3	0	1	4	500	1,000
5819	Waco	Felix E. Smith		3	7	67	185	0	0							4		153	20,000	
5820	do	W. E. Darden	1892	2	2	35	42	0	0							4		100	5,000	
5821	Walnut Springs	A. J. Moore	1892	1	1	35	33	0	0							3		100	5,000	
5822	Waxahachie	W. R. Dobbins	1893	2	0	8	6	0	0	3	1	12	10	0	1			200	5,000	
5823	do	J. W. Tildon		4	0	52	80	0	0							4		2,000	27,200	
5824	Weatherford	G. B. Winn	1885	2	3	69	87	0	0							4		400	18,000	
5825	West	T. W. Stanley		1	1	24	16	0	0							4		40	3,000	
5826	Wheelock	A. C. Elliott		1	1	20	18	25	20							4				
5827	Whitelock	W. C. Jordan		1	1	18	24	0	0							3			15,000	
5828	Whitesboro	Geo. W. Acton		1	1	18	24	0	0							3		165	8,000	
5829	Whitney	Thos. E. Goff	1898	1	0	8	7	11	14							4		50	1,000	
5830	Whitt	J. M. Williford		1	0	20	25	0	0	2	4					4		100	2,000	
5831	Wichita Falls	G. W. Smith	1899	2	1	50	55	0	0							3		400	42,000	
5832	Willspoint	Chas. H. Lezzerich	1890	3	1	36	57	0	0	2	3					2		50	14,000	
5833	Wolf City	J. S. Bagwell		2	0	30	25	0	0							4		50	20,000	
5834	Yonkum	C. G. Green	1891	3	2	34	44	0	0							3		250	15,000	
5835	Yorktown	J. J. Kilpatrick (supt.)		1	0	11	7	29	35	2	3	4	3			4		150		
UTAH.																				
5836	Eureka	L. A. Ostien	1897	1	3	25	30	0	0	5	10	2	0	1	3	3		1,000	15,000	
5837	Nephi	Thos. Glenn		2	0	6	30	0	0							3		350	25,000	

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2—Continued.

State and post-office.	1	2	Principal.	Date of establishment.	Second-ary in-struct-ors.		Second-ary stu-dents.		Ele-men-tary stu-dents.		Prepar-ing for college.				College pre-pa-ri-atory stu-dents in the class that gradu-ated in 1902.		Length of course in years.	Number in military drill.	21	22
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
VERMONT—cont'd.																				
5881	Randolph	High School	Fred E. Pritchard	1882	1	3	40	49	0	0	2	3	7	9	0	6	4	500	\$5,000	
5882	Richford	do	E. F. Greene	1892	1	1	21	26	0	0	2	0	2	0	2	0	4	226	8,000	
5883	Richmond	do	Z. C. Hinds	1892	1	1	19	24	0	0	0	0	2	0	2	0	4	52	5,500	
5884	Rochester	do	D. H. Scribner	1892	1	0	10	20	0	0	2	0	2	0	2	0	4	100	3,000	
5885	Rutland	do	S. H. Erskine	1851	2	6	88	150	0	0	17	28	8	0	16	23	4	1,200	.....
5886	St. Albans	Georgia Academy	O. B. Wood, R. S.	1887	0	1	16	34	0	0	0	0	3	5	2	1	4	.....	.....
5887	Shelburne	High School	Miss Ruth I. Norton	1887	0	1	32	30	0	0	4	1	8	0	5	10	5	0	300	3,000
5888	South Royatton	do	Frank K. Graves	1	3	64	60	0	0	2	0	15	0	7	10	2	40	300
5889	Springfield	do *	H. Dressed, jr	.....	1	1	13	22	0	0	2	0	1	0	2	4	4	200	.....
5890	Stowe	do *	C. L. Cowles	.....	1	1	23	17	0	0	0	0	2	2	2	2	4	250	.....
5891	Swanton	do *	W. E. Thomas	1	2	33	16	0	0	0	0	1	0	2	2	2	2	5,000
5892	Wallingford	do	W. H. Botstord	.....	1	1	12	24	0	0	0	0	3	7	0	3	3	150	.....
5893	Wells River	do	Hervy L. Woodward	.....	1	1	8	18	0	0	6	1	1	0	1	4	1	30	17,380
5894	West Rutland	do	N. Beckwith	1898	1	1	8	18	0	0	0	0	1	0	1	0	4	350	30,000	
5895	White River Jun- tion	Hartford High School	N. J. Whitehill	1885	2	1	29	58	0	0	2	5	3	2	2	10	1	6	4
5896	Wilmington	High School	John E. Steison	1896	1	0	9	19	0	0	0	0	0	1	2	2	4	50	5,000	
5897	Windsor	do	Warren F. Fisher	1845	2	1	32	27	26	28	3	0	3	1	3	4	0	1	4	30,000
5898	Winoeski	High and Graded School	A. M. Jones	1	1	4	24	0	0	0	0	1	0	1	2	1	0	4	150
5899	Woodscook	High School	Walter D. Parsons	.....	1	3	40	73	0	0	3	0	5	3	3	8	5	180	.....
VIRGINIA.																				
5900	Adriance	Guinea High School *	Mrs. C. W. Crawley	0	1	8	20	7	9	2	8
5901	Alexandria	George Washington High School	Theodore Ficklin	.....	3	0	150	0	0	0	5	0	13	0	13	0	4	150	.....

5902	Ashland	High School*	C. H. Lambert	1	1	10	10	55	69	0	4	3	75
5903	Bayview	do, *	L. L. Powers	1	1	7	8	27	13	1	2	3	50
5904	Bedford Springs	New London Academy*	E. Albert Smith	1	1	36	30	40	60	0	0	4	10,000
5905	Berrville	High School*	A. P. Kelly	1	0	21	7	0	0	9	0	3	20,000
5906	Blossie Gap	do	R. H. Sheppe	1	0	39	0	0	3	5	0	4	600
5907	Bowling Green	Graded School	Miss L. B. Glassell	0	1	0	9	30	26	1	2	2	2,500
5908	Burdton	do	E. L. Baptist	1	0	17	27	10	1	0	0	4	7,000
5909	Broadway	High School	B. M. Hedrick, B. A.	1	0	13	9	37	38	0	0	3	1,800
5910	Bucawickia	do, *	J. P. McCluer	1	0	7	17	0	0	0	0	4	8,000
5911	Cedarbluff	do, *	P. R. Allen	2	3	7	6	43	84	0	0	4	15,000
5912	Charlottesville	Midway High School	James W. Laue	1	0	4	12	0	0	0	0	3	3,000
5913	Chilhowie	Liberty Academy	A. P. Kelly	1	0	6	13	0	0	0	0	1	1,000
5914	Clifton Forge	Graded and High School	N. G. Service Scott	1	0	5	9	0	0	1	0	11	8,000
5915	Covington	Graded School	James G. Jeter	1	0	10	10	0	0	3	6	2	16,000
5916	Culpeper	High School	James Hurst	1	2	15	52	0	0	2	10	100	3,000
5917	Danville	do	Thomas Williamson	1	1	18	22	0	0	4	5	3	10,000
5918	do	do	W. F. Grasty	1	1	12	12	0	0	2	0	4	1,000
5919	East Radford	Belle Mead Academy	I. C. Payne	1	0	8	10	8	18	0	0	4	3,500
5920	Elkton	Erk Run High School*	William L. Prince	1	1	17	23	0	0	2	0	10	4,000
5921	Emporia	Graded School	Richard M. Smith	1	0	22	17	0	0	0	0	4	800
5922	Farmville	High School	T. J. O'Neil	1	0	10	4	36	43	3	2	4	200
5923	Front Royal	Graded and High School	Dudley Brown	1	5	14	18	0	0	15	5	3	500
5924	Grant	Institute*	John E. Elliot	2	0	25	15	0	0	10	0	2,000	
5925	Hampton	High School*	W. H. Keister	1	0	5	16	39	24	1	8	150	12,000
5926	Harrisonburg	do	E. S. Ligon	1	0	13	16	42	44	0	0	325	35,000
5927	Houston	Institute	W. S. Daingerfield	0	1	13	16	42	44	0	0	425	3,000
5928	Jonesville	Graded School	Miss Maude D. Hobbs	7	4	102	217	0	0	4	32	360	2,000
5929	Lawrenceville	High School	Thos. C. Miller	1	3	12	34	26	59	3	3	8,000	
5930	Lynchburg	High School	Jacob E. Yoder	1	0	13	13	0	0	3	0	3	3,000
5931	do	Oak Hill Academy	C. J. Heatwell	2	0	9	25	0	0	3	5	3	2,000
5932	McGahesville	High School (colored)	James H. Blackwell	1	0	16	8	0	0	9	2	0	8,000
5933	Manchester	High School (colored)	Vernon J. Hill, A. M.	1	0	4	3	57	50	3	3	4	37,000
5934	Marton	High School*	L. L. Beverage	3	1	21	13	48	52	0	0	150	800
5935	Monterey	Graded School*	H. K. Barbo	0	1	24	67	0	0	4	13	1	20
5936	Newmarket	do	W. C. Morton	3	1	21	91	0	0	0	0	3	300
5937	Newport News	High School	George McK. Bain, M. A.	2	0	9	11	0	0	2	9	1	5,000
5938	Norfolk	do	H. E. Baily	0	5	50	100	0	0	0	0	3	300
5939	Pearisburg	Graded School	Miss Anna P. Bolling	1	1	14	35	0	0	1	15	1	600
5940	Petersburg	High School	Jas. E. Shields	0	1	5	6	25	24	0	0	3	500
5941	do	Peabody High School (colored)*	Mrs. Kerr	1	29	41	0	0	0	0	0	500	30,000
5942	Port Republic	Mont View Academy	Willis A. Jenkins	4	19	249	633	0	0	31	128	6	45,000
5943	Portsmouth	High School	Julian P. Thomas	0	10	70	221	0	0	4	31	3	325
5944	Richmond	do	James C. Harwood	0	10	70	221	0	0	4	31	3	300
5945	do	High and Normal School (colored)	Harris Hart	3	3	61	127	0	0	3	3	2	18,000
5946	Roanoke	High School	J. T. Crabtree	1	3	5	20	0	0	0	0	6	7,000
5947	Salem	do	J. J. Lincoln	1	1	20	24	0	0	2	8	1	200
5948	Shelburne	do	W. Bruce Buford	1	0	6	10	0	0	0	0	4	120
5949	South Boston	do	C. H. Lambert	2	9	28	51	0	0	4	20	6	2,000
5950	Stamton	do	do	1	1	14	35	0	0	1	15	1	45,000

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2.—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Secondary instructors.		Second-ary in-structu-ents.		Ele-ment-ary stu-dents.		Preparing for college.				College prepar-atory stu-dents in the class that gradu-ated in 1902.		Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.		
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
VIRGINIA—cont'd.																					
5951	Suffolk	.....	.....	1	1	22	0	0	0	1	0	.....	.....	0	1	.....	.....	4	.....	.....	\$8,000
5952	Tazewell	.....	.....	1	3	40	50	0	0	.....	.....	.....	.....	0	1	0	1	4	4	300	1,200
5953	Tenth Legion	.....	1871	0	0	7	0	28	24	.....	.....	.....	.....	.....	.....	.....	.....	3	4	15	1,000
5954	Toshes	.....	.....	1	0	4	6	4	6	4	1	.....	.....	.....	.....	.....	.....	4	4	.....	1,000
5955	Clifton High School.	.....	1891	0	1	0	5	0	60	15	4	0	.....	.....	.....	.....	.....	4	.....	60	7,000
5956	Waterfront	.....	.....	1	0	14	9	31	31	4	0	.....	.....	.....	.....	.....	.....	4	.....	.....	4,000
5957	West Point	.....	.....	0	1	5	10	54	65	.....	.....	.....	.....	.....	.....	.....	.....	3	104	.....	4,000
5958	Williamsburg	Nicholson School.	.....	1	0	6	10	44	48	.....	.....	.....	.....	.....	.....	.....	.....	1	.....	.....	4,000
5959	Winchester	Graded School (colored).	.....	1	0	3	4	67	86	.....	.....	.....	.....	.....	.....	.....	.....	1	.....	.....	16,000
5960	.....do.	John Kerr High School.	.....	2	1	33	35	11	0	3	0	.....	.....	.....	.....	.....	.....	2	.....	400	4,000
5961	Wise	.....do.	1872	2	0	33	14	0	0	.....	.....	.....	.....	.....	.....	.....	.....	2	.....	.....	3,500
5962	Woodstock	Gladeville College.	1882	1	2	14	21	0	0	.....	.....	.....	.....	.....	.....	.....	.....	3	.....	400	15,000
5963	Wytheville	.....do.	.....	2	0	15	22	0	0	.....	.....	.....	.....	.....	.....	.....	.....	3	.....	.....	.....
WASHINGTON.																					
5964	Aberdeen	High School.	.....	1	2	17	27	0	0	.....	.....	.....	.....	.....	.....	.....	.....	4	.....	200	35,000
5965	Arlington	.....do.	1900	0	1	5	3	79	81	.....	.....	.....	.....	.....	.....	.....	.....	3	.....	200	.....
5966	Asotin	.....do.	.....	1	0	8	17	0	0	.....	.....	.....	.....	.....	.....	.....	.....	2	.....	420	15,600
5967	Auburn	.....do.	.....	2	0	5	10	11	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	.....	50	7,000
5968	Ballard	.....do.	1901	2	1	25	50	0	0	.....	.....	.....	.....	.....	.....	.....	.....	2	.....	500	3,000
5969	Bayview	.....do.	.....	1	0	5	8	7	16	.....	.....	.....	.....	.....	.....	.....	.....	2	.....	150	.....

5970	Black Diamond	do	David Thomas	1	0	18	0	0	0	0	0	0	0	0	0	0	0	0	100	
5971	Blairstown	do	O. C. Mathis	1	0	17	6	0	0	0	0	0	0	0	0	0	0	0	390	
5972	Birmingham	do	S. McIlvannin	1	0	1	4	8	6	0	0	0	0	0	0	0	0	0	338	
5973	Casterbrook	High School	V. E. Royvoin	1899	2	1	14	0	0	0	1	2	0	0	0	0	0	0	200	
5974	Centuria	do	Z. N. Wallis	1899	2	1	30	38	0	0	0	0	0	0	0	0	0	0	2,500	
5975	Chelan	Union High School	R. C. Morse	1900	1	0	3	8	69	70	0	0	0	0	0	0	0	0	3,500	
5976	Cheney	High School	Grover Risto	1890	1	1	10	15	0	0	0	0	0	0	0	0	0	0	165	
5977	Chewelah	Union High School	Miss Clara M. Vinup	1890	0	2	21	56	0	0	0	0	0	0	0	0	0	0	1,150	
5978	Colfax	High School	W. E. Rauson	1900	2	0	4	56	0	0	0	0	0	0	0	0	0	0	49,150	
5979	Cosmopolis	do	E. A. Darnall	1900	1	0	8	0	81	86	0	0	0	0	0	0	0	0	100	
5980	Comperville	do	E. A. Board	1900	1	0	8	0	45	51	3	2	0	0	0	0	0	0	9,200	
5981	Dayenport	do	J. H. Perkins	1908	2	1	25	62	0	0	0	7	5	0	0	0	0	0	40	
5982	Dayton	do	W. L. Wester	1908	1	0	36	55	0	0	0	0	0	0	0	0	0	0	200	
5983	Diamond	do	Miss Lorenda Frazer	1908	1	0	3	0	0	0	0	0	0	0	0	0	0	0	35,000	
5984	Edberton	do	W. L. Weston	1908	1	0	3	0	0	0	0	0	0	0	0	0	0	0	900	
5985	Ellensburg	do	El. T. Iron	1897	1	0	39	4	0	0	0	0	0	0	0	0	0	0	75	
5986	Elma	do	F. L. Galkins	1891	1	0	7	8	0	0	0	0	0	0	0	0	0	0	200	
5987	Enumacław	do	Wm. T. Walton	1891	1	0	39	11	0	0	0	0	0	0	0	0	0	0	60,000	
5988	Everett	High School	J. H. Wylie	1891	2	0	7	8	0	0	0	0	0	0	0	0	0	0	275	
5989	Farhaven	do	Miss Gertrude Gibus	1901	2	0	82	89	0	0	0	0	0	0	0	0	0	0	7,700	
5990	Fairbairn	do	W. J. Hughes	1890	2	3	50	100	0	0	0	0	0	0	0	0	0	0	231	
5991	Fair City	do	D. M. Daum	1900	1	0	31	46	0	0	8	12	8	14	6	9	3	4	500	
5992	Farmington	do	N. D. Showalter	1899	2	0	20	20	0	0	0	0	0	0	0	0	0	0	200	
5993	Garfield	do	J. O. Matlock	1899	2	0	10	10	0	0	0	0	0	0	0	0	0	0	375	
5994	Hoquiam	do	P. A. Williams	1901	1	0	7	8	0	0	0	0	0	0	0	0	0	0	150	
5995	Ilwaco	do	J. F. Moran, A. M.	1901	1	0	6	1	106	81	0	0	0	0	0	0	0	0	200	
5996	Issaquah	do	Tom Brown	1901	1	0	2	6	6	6	6	6	6	6	6	6	6	6	200	
5997	Kent	do	J. E. Lindsey	1901	1	0	4	3	0	0	0	0	0	0	0	0	0	0	170	
5998	Kirkland	do	H. K. Benson	1901	1	1	9	31	0	0	0	0	0	0	0	0	0	0	4,500	
5999	Lacomber	do	Harvey A. Snyder	1897	1	1	8	7	0	0	0	0	0	0	0	0	0	0	2,000	
6000	Lind	do	H. J. Davidson	1897	1	0	23	13	0	0	0	0	0	0	0	0	0	0	300	
6001	Montesano	do	W. J. Lansing	1891	1	0	1	5	146	130	0	0	0	0	0	0	0	0	139	
6002	Mount Vernon	do	Eldridge Wheeler	1891	1	0	12	30	0	0	0	0	0	0	0	0	0	0	557	
6003	Nooksack	do	W. B. Davis	1899	1	1	9	27	0	0	0	0	0	0	0	0	0	0	100	
6004	Oakesdale	do	S. C. Bond	1898	1	0	2	3	02	54	0	0	0	0	0	0	0	0	4,000	
6005	Olympia	do	Geo. E. Craig	1888	1	0	2	8	12	0	0	0	0	0	0	0	0	0	800	
6006	Orring	do	Mrs. Mary Keyes	1888	1	3	28	4	68	0	0	0	0	0	0	0	0	0	18,000	
6007	Pe Ell	do	W. W. Head	1901	1	0	4	5	110	109	0	0	0	0	0	0	0	0	210	
6008	Port Angeles	do	Geo. R. Bright	1901	1	0	27	4	26	0	0	0	0	0	0	0	0	0	1,500	
6009	Port Townsend	do	H. C. Benbow	1893	2	0	27	24	0	0	0	0	0	0	0	0	0	0	3,000	
6010	Prescott	do	L. E. Maloney	1893	3	0	14	22	0	0	0	0	0	0	0	0	0	0	400	
6011	Rayallup	do	T. R. Perry	1889	2	1	33	38	0	0	0	0	0	0	0	0	0	0	100	
6012	Repton	do	John Woods	1889	1	0	4	9	2	3	0	0	0	0	0	0	0	0	250	
6013	Ridgely	do	Miss Ada A. Dresbach	1881	1	0	3	15	11	0	0	0	0	0	0	0	0	0	4,000	
6014	Ritzville	do	G. H. Conklin	1890	1	0	5	0	0	0	0	0	0	0	0	0	0	0	200	
6015	Rosalia	do	S. B. Packer	1890	0	1	0	5	0	0	0	0	0	0	0	0	0	0	1,500	
6016	Roslyn	do	D. L. Van Alburgh	1890	1	2	22	28	0	0	0	0	0	0	0	0	0	0	300	
6017	Seattle	do	Miss Leola L. West	1890	0	1	0	16	0	0	0	0	0	0	0	0	0	0	1,200	
6018	Sedro-Woolley	do	J. E. Moore	1890	1	0	9	3	322	307	0	0	0	0	0	0	0	0	400	
6019	Shelton	do	D. A. Fowle	1883	10	17	331	606	0	0	19	73	56	41	30	62	20	35	300	
6020	Shelton	do	William O. Farmer	1889	1	0	10	10	0	0	0	0	0	0	0	0	0	0	0	1,000
																			450	
																			5,000	

*Statistics of 1900-1901.

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Second-ary in-struct-ors.		Second-ary stu-dents.		Prepar-ing for college.				College prepar-atory stu-dents in the class that gradu-ated in 1902.		Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
WASHINGTON—continued.																	
6021	Stamokava	Union School No. 1	1898	1	0	1	7	0	0	0	0	0	0	0	4	120	\$2,000
6022	Suohorush	High School.	1891	2	1	15	38	0	0	0	0	0	0	0	4	500	350
6023	Southbend	do	1891	1	1	21	28	0	0	0	0	0	0	0	3	350	12,000
6024	Spokane	do	1889	9	13	248	406	0	0	64	113	59	16	11	1,500	125,000	
6025	Spokane	do		1	0	11	14	0	0	0	0	0	0	0	100	100	8,000
6026	Stamwood	Union High School.	1901	0	1	3	76	0	0	0	0	0	0	0	150	15,000	
6027	Sumner	High School.	1890	1	12	17	0	0	0	0	0	0	0	0	250	30,000	
6028	Tacoma	do	1890	8	12	234	387	0	0	0	0	0	0	0	2,000	30,000	
6029	Tecoma	do	1890	1	1	14	15	0	0	0	0	0	0	0	48	6,000	
6030	Tumwater	do	1900	1	0	4	5	9	12	1	0	0	0	0	100	6,000	
6031	Vancouver	do	1889	3	1	0	4	36	39	0	0	0	0	0	173	3,000	
6032	Vancouver	do	1889	1	0	4	60	0	0	3	2	7	3	0	200	1,200	
6033	Waitsburg	do	1890	3	2	16	28	0	0	0	0	0	0	0	300	25,000	
6034	Walla Walla.	do	1890	3	2	77	77	0	0	0	0	0	0	0	500	16,000	
6035	Waterville.	Union High School.	1901	1	2	16	25	0	0	13	4	10	0	4	500	6,000	
6036	Wenatchee	High School.	1892	1	0	14	16	0	0	2	14	5	9	4	350	12,000	
6037	Wenatchee	do	1891	3	6	82	129	0	0	4	1	1	0	9	300	5,000	
6038	Winlock	do	1891	2	0	13	12	0	0	0	0	0	0	0	185	14,000	
6039	Yakima	do	1901	1	0	2	4	0	0	0	0	0	0	0	39	3,525	
WEST VIRGINIA.																	
6040	Benwood	Central School		1	1	5	21	0	0	0	0	0	0	0	300	9,000	
6041	Bridgeport	High School.		1	0	3	5	64	60	0	0	0	0	0	413	3,000	

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Second-ary in-struct-ions.		Elementary stu-dents.		Preparing for college.				College prepar-atory stu-dents in the class that gradu-ated in 1902.		Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furni-ture, and scientific apparatus.
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
WISCONSIN—cont'd.																	
6087	Belmont.....			1	1	0	0										
6088	Beloit.....	Walter G. Morse.	1868	4	5	10	25	4	15	6	15	18	18	4	4	282	\$15,000
6089	Bepton.....	F. E. Converse.	1868	1	8	74	179	0	4	15	6	15	17	4	4	490	50,000
6090	Berlin.....	H. E. Case.	1868	1	1	8	22	0	0	0	0	0	0	0	0	490	4,250
6091	Biramwood.....	G. H. Landgraf	1861	2	4	70	80	0	18	16	0	12	15	8	7	544	43,000
6092	Black Earth.....	Grant Cook		1	1	14	22	0	0	0	0	0	0	0	0	300	8,000
6093	Black River Falls.....	K. L. Hatch		1	3	21	28	0	0	0	0	0	0	0	0	300	4,000
6094	Bloomer.....	C. D. Klipp	1871	1	1	17	58	0	1	0	8	1	3	0	0	782	23,000
6095	Bloomington.....	C. D. Donaldson	1888	1	1	25	35	0	0	0	0	0	0	0	0	265	5,000
6096	Boscobel.....	O. R. Parker.	1887	1	1	32	54	0	0	2	1	0	3	4	4	400	25,000
6097	Brillion.....	G. W. Gehrmud		1	2	19	54	0	0	0	0	0	0	0	0	1,400	15,000
6098	Brodhead.....	D. K. Allen.		1	3	20	20	0	0	0	0	0	0	0	0	700	10,000
6099	Burlington.....	R. E. Carnevoss	1883	1	3	45	54	0	2	6	4	5	8	3	2	900	10,000
6100	Cadott.....	Henry S. Yonker.		1	3	31	61	0	2	5	6	3	2	1	4	1,280	40,000
6101	Cambridge.....	W. H. Hickok	1877	1	0	8	17	0	0	0	0	0	0	0	0	300	10,000
6102	Cambria.....	C. E. Roberts	1898	1	1	13	24	0	0	0	0	0	0	0	0	375	11,000
6103	Cashin.....	J. L. Hooper	1886	1	1	19	22	0	0	0	0	0	0	0	0	700	12,000
6104	Cashton.....	H. C. Abmy	1900	1	0	21	31	0	0	0	0	0	0	0	0	250	4,000
6105	Cassville.....	W. P. Colburn	1890	2	0	20	23	0	0	0	0	0	0	0	0	300	12,000
6106	Chetek.....	O. S. Fly.		1	0	5	30	0	0	0	0	0	0	0	0	423	6,000
6107	Chilton.....	G. M. Morrissey		1	2	31	50	0	0	0	0	0	0	0	0	689	8,000
6108	Chippewa Falls.....	S. B. Tohey		2	4	66	105	0	0	0	0	0	0	0	0	4,276	14,000
6109	Clinton.....	R. E. Loveland	1882	1	1	27	48	0	0	2	3	2	2	0	0	700	14,000
6110	Clintonville.....	Elmer E. Carr	1881	1	2	40	52	0	0	0	0	0	0	0	0	800	20,000

6111	Cobb.....	do	1893	A. Kuykendall.....	1	1	15	29	45	60	2	2	3	2	2	2	2	2	300
6112	Colby.....	do	1885	Paul W. L. Hoelam.....	1	1	18	21	0	0	0	0	0	0	0	0	0	0	186
6113	Chambers.....	do	1885	Henry F. Gilmore.....	1	1	18	15	0	0	0	0	0	0	0	0	0	0	500
6114	Chambers.....	do	1886	P. L. Pease.....	1	2	21	21	0	0	0	0	0	0	0	0	0	0	15,000
6115	Danville.....	do	1876	Henry G. Parkinsson.....	1	3	39	73	0	0	0	0	0	0	0	0	0	0	1,500
6116	Dunbar.....	do	1887	O. S. Rice.....	1	1	20	29	0	0	0	0	0	0	0	0	0	0	311
6117	De Forest.....	Windsor Township High School	1891	E. C. Meland.....	3	0	51	37	0	0	3	4	0	0	0	0	0	0	5,000
6118	Delavan.....	High School	1875	C. W. Rittenburg.....	2	2	40	78	0	0	0	0	0	0	0	0	0	0	1,200
6119	Delpere.....	do	1881	G. T. O'Brien.....	2	2	18	47	0	0	0	1	1	0	4	16	1	0	23,000
6120	Dodgeville.....	do	1881	De Witt Elwood.....	5	2	65	87	0	0	0	0	0	0	10	10	8	0	900
6121	Durand.....	do	1886	R. R. Pease.....	1	0	27	20	0	0	0	0	0	0	2	3	3	1	500
6122	Engle River.....	do	1883	A. P. Chesey.....	1	0	7	11	0	0	0	0	0	0	0	0	0	0	500
6123	East Troy.....	do	1888	Julius Whitton.....	1	2	21	49	0	0	0	0	0	0	0	0	0	0	900
6124	Edgerton.....	do	1876	William A. Clark.....	1	2	32	30	0	0	0	0	0	0	0	0	0	0	15,000
6125	Elkhorn.....	do*	1876	T. J. Jones.....	2	3	48	62	0	0	0	0	0	0	0	0	0	0	720
6126	Elroy.....	do	1876	Geo. E. Bunsell.....	1	2	34	62	0	0	0	0	0	0	0	0	0	0	896
6127	Evansville.....	do	1876	H. F. King.....	2	2	16	58	0	0	3	7	9	12	10	12	2	10	1,200
6128	Fairefield.....	do	1891	Edward M. Beeman.....	1	1	16	18	0	0	0	0	0	0	0	0	0	0	2,700
6129	Florence.....	do	1891	C. A. H. Forster.....	1	2	14	33	0	0	0	0	0	0	0	0	0	0	3,000
6130	Fond du Lac.....	do	1888	Miss Elizabeth Waters.....	3	8	111	195	0	0	0	0	0	0	15	19	4	8	850
6131	Fort Atkinson.....	do	1888	J. A. Hagemann.....	2	3	55	85	0	0	0	0	0	0	6	12	3	2	2,500
6132	Fontain City.....	do	1900	L. T. Martin.....	1	0	21	20	0	0	1	1	7	8	2	3	1	1	750
6133	Fox Lake.....	do	1900	F. A. Harrison.....	1	2	20	21	0	0	0	0	0	0	0	0	0	0	1,800
6134	Friendship.....	do	1888	Sam'l A. Snyvers.....	1	0	19	33	0	0	0	0	0	0	0	0	0	0	5,000
6135	Galesville.....	do	1888	C. F. Peterson.....	1	0	19	33	0	0	0	0	0	0	0	0	0	0	11,000
6136	Glenbeulah.....	do	1878	Vincent H. Huck.....	1	0	20	15	40	49	0	0	0	0	0	0	0	0	812
6137	Glenwood.....	do	1878	A. L. Thomson.....	2	0	37	35	0	0	0	0	0	0	3	0	4	3	316
6138	Grand Rapids.....	do	1871	Geo. P. Hambrecht.....	1	4	85	95	0	0	12	4	8	2	10	18	4	2	1,200
6139	Grantsburg.....	do	1899	W. F. Steve.....	1	0	12	25	0	0	0	0	0	0	0	0	0	0	5,000
6140	Green Bay.....	East Side High School	1889	Wm. O. Brown.....	1	6	45	86	0	0	0	0	0	0	2	2	0	0	360
6141	do	West Side High School	1888	H. O. Dodge.....	1	0	70	83	0	0	0	0	0	0	0	0	0	0	1,525
6142	Greenwood.....	High School	1888	John Wood.....	1	2	23	35	0	0	0	0	0	0	0	0	0	0	300
6143	Hammond.....	do	1888	Thos. R. Lloyd-Jones.....	1	1	23	39	0	0	0	0	0	0	0	0	0	0	400
6144	Hartford.....	do*	1888	J. G. Adams.....	2	1	9	23	0	0	0	0	0	0	0	0	0	0	700
6145	Hayward.....	do*	1888	Chas. M. Fox.....	1	0	14	15	0	0	0	0	0	0	0	0	0	0	500
6146	Hazletgreen.....	do	1901	Louis Corcoran.....	1	1	17	20	0	0	0	0	0	0	0	0	0	0	235
6147	Highland.....	do	1901	Fred S. Barrows, Jr.....	1	1	22	29	0	0	0	0	0	0	0	0	0	0	800
6148	Hillsboro.....	do	1901	H. S. Perry.....	1	0	10	10	0	0	0	0	0	0	0	0	0	0	450
6149	Hudson.....	do*	1890	Chas. N. Abbott.....	2	4	61	80	0	0	0	0	0	0	0	0	0	0	600
6150	Humbird.....	do	1888	H. C. Ruell.....	2	8	173	265	0	0	0	0	0	0	0	0	0	0	1,172
6151	Hurley.....	do	1898	H. L. Van Dusen.....	1	3	30	40	0	0	0	0	0	0	0	0	0	0	5,100
6152	Janesville.....	do	1890	H. E. McLeane.....	1	2	21	23	0	0	0	0	0	0	0	0	0	0	1,000
6153	Jefferson.....	do	1880	A. M. Olson.....	1	2	21	63	0	0	0	0	0	0	0	0	0	0	25,000
6154	Jennett.....	do	1880	F. C. Wiswall.....	2	4	70	110	0	0	0	0	0	0	0	0	0	0	80,000
6155	Kaukauna.....	do	1850	W. O. Heeyer.....	2	1	27	25	0	0	0	0	0	0	0	0	0	0	40,000
6156	Koshong.....	do	1885	W. R. Hemmenway.....	3	12	38	187	0	0	0	0	0	0	0	0	0	0	16,000
6157	Kiel.....	do	1871	Jno. N. Foster.....	2	3	53	51	0	0	0	0	0	0	0	0	0	0	700
6158	La Crosse.....	do	1876	Allen E. West.....	1	2	15	55	0	0	0	0	0	0	0	0	0	0	50,000
6159	Lake Geneva.....	do	1876	.....	2	3	53	51	0	0	0	0	0	0	0	0	0	0	400
6160	Lake Mills.....	do	1876	.....	1	2	15	55	0	0	0	0	0	0	0	0	0	0	27,000

* Statistics of 1900-1901.

6185	.....do.....	1883	7	11	211	249	0	0	4	1	1	0	16	25	5	1	4	.....	2,000	175,000
6186	.....do.....	Edward Blissman.....	7	16	343	371	0	0	57	56	32	6	30	43	15	37	4	.....	3,000	150,000
6187	.....do.....	Chas. E. McLevegan.....	1	3	53	73	0	0	5	12	15	5	7	12	2	5	4	.....	500	25,000
6188	.....do.....	J. F. Bergen.....	1	3	53	73	0	0	5	12	15	5	7	12	2	5	4	.....	500	25,000
6189	.....do.....	Alvin F. Rode.....	2	3	47	76	0	0	6	5	7	4	8	13	5	3	4	.....	4,387	50,200
6190	.....do.....	Maurice Morrissey.....	1	1	31	57	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	400	15,000
6191	.....do.....	David James.....	2	1	30	46	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	120	5,000
6192	.....do.....	G. J. Zimmerman.....	1	0	9	15	42	1	1	1	1	1	1	2	3	1	2	.....	1,650	1,650
6193	.....do.....	R. M. Orchard.....	1	2	17	48	0	0	2	9	0	3	0	2	0	2	4	.....	1,000	18,000
6194	.....do.....	O. J. Schuster.....	1	4	40	71	0	0	2	9	0	3	4	7	3	2	4	.....	600	600
6195	.....do.....	L. W. Wood.....	2	2	42	62	0	0	2	3	4	3	5	3	5	4	4	.....	250	18,000
6196	.....do.....	C. R. Thomson.....	1	2	23	40	0	0	2	3	4	3	1	5	1	4	4	.....	1,250	27,000
6197	.....do.....	Paul G. W. Keller.....	2	3	57	65	0	0	2	4	13	12	7	8	3	2	4	.....	415	41,000
6198	.....do.....	C. J. Brewer.....	2	3	61	95	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	625	30,000
6199	.....do.....	B. W. Bridgman.....	1	1	19	23	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	500	8,000
6200	.....do.....	Anton Minwart.....	1	0	7	7	41	45	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	397	4,000
6201	.....do.....	William Kittle.....	2	3	45	65	0	0	2	3	3	2	13	1	2	4	4	.....	2,500	10,000
6202	.....do.....	R. L. Cooley.....	2	2	40	60	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,000	50,000
6203	.....do.....	E. E. Sheldon.....	1	1	13	47	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,000	15,000
6204	.....do.....	R. F. Olthman.....	1	1	35	35	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	650	20,000
6205	.....do.....	Franklin Gould.....	1	2	8	42	0	0	0	2	2	0	2	2	2	2	4	.....	300	8,000
6206	.....do.....	Paul Vander Elke.....	1	1	35	35	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	300	8,000
6207	.....do.....	A. B. O'Neil.....	3	10	116	113	13	22	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,600	13,000
6208	.....do.....	Chas. W. McIntyre.....	1	0	6	9	38	42	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	500	4,000
6209	.....do.....	A. H. Cole.....	1	0	6	9	38	42	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	310	4,000
6210	.....do.....	Wm. T. Darling.....	1	0	12	19	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	520	.....
6211	.....do.....	H. C. Starr.....	1	1	15	18	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	250	.....
6212	.....do.....	A. R. Clifton.....	1	1	15	18	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	500	15,000
6213	.....do.....	E. C. Gotham.....	1	2	15	18	4	12	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	700	.....
6214	.....do.....	G. E. Dufae.....	1	0	16	30	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	500	17,000
6215	.....do.....	O. E. Gray.....	1	2	37	52	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	900	22,000
6216	.....do.....	.....	1	2	37	52	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	900	22,000
6217	.....do.....	Otto Gafron.....	2	2	78	83	0	0	2	4	1	3	12	13	2	4	4	.....	707	4,150
6218	.....do.....	A. G. Hough.....	1	1	19	9	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	500	17,000
6219	.....do.....	L. C. Hatch.....	1	1	3	23	35	74	0	3	0	2	2	6	1	5	1	.....	300	10,000
6220	.....do.....	C. E. Lamb.....	1	2	25	32	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	900	22,000
6221	.....do.....	John A. Pratt.....	1	2	27	35	37	23	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	900	22,000
6222	.....do.....	Arthur I. Rove.....	1	2	37	35	37	23	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	900	22,000
6223	.....do.....	Alvan B. Cook.....	1	2	23	17	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	400	10,000
6224	.....do.....	James Goldsworthy.....	1	2	32	31	0	0	32	52	28	20	22	31	22	34	4	.....	1,250	20,000
6225	.....do.....	E. W. Blackhurst.....	5	3	162	212	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,650	100,000
6226	.....do.....	E. W. McCrary.....	1	2	28	30	0	0	1	0	1	0	5	9	1	0	4	.....	1,000	16,000
6227	.....do.....	E. R. Oliver.....	1	0	8	4	7	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	800	31,600
6228	.....do.....	F. A. Lowell.....	1	4	50	55	0	0	10	12	4	2	6	6	4	5	4	.....	1,800	30,000
6229	.....do.....	G. E. Pratt.....	3	2	52	96	0	0	1	1	5	0	11	10	4	0	4	.....	300	25,000
6230	.....do.....	V. A. Saydam, B. Se.....	2	2	52	58	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	350	35,000
6231	.....do.....	J. W. T. Ames.....	2	2	55	35	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	350	20,000
6232	.....do.....	Miss Alice M. Tetherly.....	0	1	15	13	42	68	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	350	6,500
6233	.....do.....	Geo. A. Works.....	1	1	19	31	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	675	10,000
6234	.....do.....	J. E. Phillips.....	2	1	25	25	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	800	6,000

*Statistics of 1900-1901.

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
				Second-ary in-struct-ors.		Second-ary stu-dents.		Ele-ment-ary stu-dents.		Prepar-ing for college.				Col-lege prepar-atory stu-dents in the class that grad-u-ated in 1902.					
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
WISCONSIN—cont'd.																			
6235	Sextonville.....			1	1	28	32	0	0	4	0	2	0	4	5	.....	3	274	\$2,500
6236	Seymour.....	Edgar G. Dowdna.....	1876	2	0	41	26	0	0	4	0	2	0	8	2	.....	4	800	8,500
6237	Sharon.....	Frederick W. Axley.....	.....	1	1	24	19	18	16	1	1	4	3	1	3	.....	4	365	10,000
6238	Shawano.....	E. T. Towne.....	.....	1	2	31	42	0	0	1	1	1	1	4	3	.....	4	300	18,000
6239	Sheboygan.....	J. Leldenberg.....	1883	5	5	117	139	0	0	0	0	3	0	10	19	.....	4	7,300	30,000
6240	Sheboygan Falls.....	John S. Koessler.....	.....	1	2	11	34	0	0	0	0	0	0	2	6	.....	4	700	15,000
6241	Shell Lake.....	A. C. Kingsford.....	1891	1	2	22	30	0	0	0	0	2	0	2	6	.....	4	1,000	15,000
6242	Shullsburg.....	Wm. L. Bullock.....	.....	2	1	25	43	0	0	3	2	1	1	4	5	.....	4	758	35,000
6243	Soldiers Grove.....	B. L. Brkberk.....	1875	1	1	20	24	0	0	0	0	5	4	1	0	.....	4	709	10,000
6244	South Milwaukee.....	A. G. Grant.....	1893	2	1	18	32	0	0	0	0	2	7	1	3	.....	4	1,000	30,000
6245	Spring Green.....	Frank Kelly.....	.....	2	1	23	48	0	0	0	0	0	0	4	12	.....	4	600	5,000
6246	Stanley.....	George P. Snyder.....	.....	3	3	48	72	0	0	1	3	2	5	0	0	.....	3	117	10,000
6247	Stoughton.....	Thomas W. Davies.....	.....	1	0	11	21	59	48	0	0	0	0	9	7	.....	4	3,220	.....
6248	Stoughton.....	Jas. W. Shumans.....	.....	3	3	48	72	0	0	1	3	2	5	0	0	.....	3	200	3,000
6249	Sturgeon Bay.....	Hugh J. Hughes.....	.....	1	0	11	21	59	48	0	0	0	0	1	6	.....	3	553	41,500
6250	Superior.....	A. H. Sholtz.....	1872	3	1	40	80	0	0	0	0	0	0	8	11	.....	4	1,540	65,000
6251	Superior.....	E. E. Beckwith.....	1885	3	2	40	67	0	0	0	0	6	3	8	3	.....	4	1,500	100,000
6252	Thorp.....	Milton C. Potter.....	.....	1	0	12	20	0	0	0	0	0	0	1	4	.....	3	350	6,000
6253	Tannahawick.....	A. F. Elmegreen.....	1898	2	3	52	88	0	0	0	0	0	0	7	12	.....	4	75,000	75,000
6254	Tremont.....	C. H. Maxson.....	.....	1	3	30	34	0	0	0	0	0	0	1	3	.....	4	600	30,000
6255	Tremont.....	Ralph E. Smith.....	1887	1	0	21	21	0	0	0	0	0	0	3	0	.....	4	960	8,000
6256	Two Rivers.....	Chas. J. McCormick.....	1894	1	0	23	26	0	0	0	0	1	0	3	1	.....	4	1,500	30,000
6257	Union Grove.....	C. W. Vaude Walker.....	.....	1	2	13	20	56	40	2	8	3	0	2	1	.....	4	700	5,000
6257	Union Grove.....	Clifford E. Randall.....	1896	1	2	13	20	56	40	2	8	3	0	2	1	.....	4	700	5,000

6258	Unity	do. #	A. L. Rhodes	1899	1	0	10	15	0	0	0	0	0	1	1	3	260	5,000	
6259	Verona	Township High School.	Thomas S. Thompson	1899	1	0	16	22	0	0	0	0	0	5	5	60	60	5,000	
6260	Viola	High School *	J. Scott Earl	1882	2	4	43	99	0	0	2	4	0	1	4	1,067	300	5,000	
6261	Viroqua	do	S. E. Pearson	1882	1	0	17	44	40	44	0	2	4	0	3	375	3,500	3,250	
6262	Waldo	do	W. A. Schwabe	1890	1	0	6	12	6	18	0	2	4	0	2	1,200	300,000	15,000	
6263	Walworth	do	Frank J. Lowth	1887	1	0	17	39	0	0	0	0	0	7	1	800	30,000	850	
6264	Washburn	Walker High School.	D. E. Cameron	1889	4	1	21	39	0	0	0	0	0	4	9	2,500	30,000	2,500	
6265	Waterloo	High School.	C. H. Dietz	1889	1	2	37	107	0	0	0	0	0	10	15	1,690	40,000	2,312	
6266	Watertown	do. #	Charles F. Viebahn	1880	3	3	84	110	0	0	0	0	8	15	3	850	30,000	850	
6267	Waukesha	do	H. L. Terry	1880	1	3	55	65	0	0	0	0	8	10	8	1,000	50,000	1,000	
6268	Waupaca	do	C. E. Showalter	1880	1	3	51	58	0	0	0	0	9	13	3	1,690	40,000	2,312	
6269	Waupun	do	G. F. Loomis	1880	2	3	49	48	0	0	8	8	14	0	7	600	26,250	600	
6270	Wausau	do	C. C. Parlin	1881	5	6	108	131	19	39	3	1	1	9	8	4	2,572	62,700	572
6271	Wauwatosa	do	Francis M. Metica	1881	1	3	49	48	0	0	0	0	1	9	8	4	2,572	62,700	572
6272	West De Pere	do	D. T. Keeley	1880	2	3	28	32	0	0	0	0	1	1	2	1,200	29,000	1,200	
6273	Westfield	do	Guntur Guthormsen	1884	1	1	11	37	0	0	0	0	1	2	11	425	6,000	425	
6274	West Salem	do	O. H. Miller	1884	1	1	11	37	0	0	0	0	1	2	11	425	6,000	425	
6275	West Superior	do	Benj. B. James	1880	4	3	99	135	0	0	0	0	5	0	5	1,100	18,000	1,100	
6276	Weyauwega	High School.	J. J. Enright	1886	1	1	34	22	0	0	2	2	4	5	2	410	25,000	410	
6277	Whitewater	do	William W. Martin	1886	1	5	70	125	0	0	1	2	4	3	12	1,600	50,000	1,600	
6278	Wilton	do	W. C. Harrison	1897	1	0	14	18	0	0	0	0	1	2	5	340	4,000	340	
6279	Winneconne	do	C. F. Youmans	1897	1	1	30	30	0	0	0	0	2	2	4	500	10,000	500	
6280	Wittenberg	do	Marens B. Franklin	1897	1	1	19	24	0	0	0	0	3	0	3	800	10,000	800	
6281	Wonegan	do	M. H. White	1876	1	1	20	28	0	0	0	0	1	0	1	651	26,000	651	
6282	Worcester	do	E. A. Douglas	1876	1	1	20	28	0	0	0	0	1	0	1	651	26,000	651	
WYOMING.																			
6283	Buffalo	High School.	N. S. Pinney, A. M.	1881	1	1	32	35	0	0	2	1	1	7	3	450	30,000	450	
6284	Cheyenne	do. #	Miss Helen Midgelenkuff	1881	1	4	38	58	0	0	4	3	1	0	0	494	35,000	494	
6285	Evansston	do	Irving Bucknister	1881	2	2	15	35	0	0	0	0	3	7	2	500	3,000	500	
6286	Greenriver	do	H. J. Wood	1881	1	0	11	11	58	60	0	0	0	3	3	300	3,000	300	
6287	Lander	Grammar School	Ralph S. Kelley	1890	2	0	28	36	0	0	0	0	0	6	0	500	30,000	500	
6288	Lander	High School.	F. Brooks	1890	2	0	8	67	70	0	0	0	0	6	0	200	12,000	200	
6289	Newsade	do	A. L. Brooks	1890	2	0	6	7	0	0	0	0	1	4	4	1,250	30,000	1,250	
6290	Ravalli	do	A. N. Martel	1890	2	0	13	30	0	0	0	0	7	4	4	100	30,000	100	
6291	Rock Springs	do	P. C. Jackson	1893	2	0	18	41	0	0	0	0	4	7	6	500	15,000	500	
6292	Sheepskin	do	Miss Leann Slover	1893	2	1	18	41	0	0	0	0	1	6	4	500	15,000	500	
6293	Starbuck	do. #	E. A. Douglas	1876	1	0	3	12	0	0	0	0	1	0	1	40	3,000	40	

* Statistics of 1900-1901.

TABLE 44.—Statistics of private high schools, endowed academies, seminaries, and

	State and post-office.	Name.	Principal.
	1	2	3
ALABAMA.			
1	Anniston	Noble Institute (Girls)	Oliver O. Anderson
2	Birmingham	North Alabama Conference Col- lege.	Rev. Edgar M. Glenn
3	.....do	Pollock-Stephens Institute	Mrs. E. T. Taliaferro
4	.....do	The Taylor School*	William P. Taylor, A. B.
5	Crews Depot	Trideka Male and Female Col- lege.*	J. M. Walton, M. A., LL. D.
6	Cullman	Polytechnic College and Ladies' Institute.	S. A. Felter, A. M., Florence B. Felter.
7	Demopolis	Demopolis High School	W. A. McLeod
8	Eliska	Sevier's (Miss) School	Miss Elizabeth Sevier
9	Elkmont	Elkmont High School	W. L. Davis
10	Fayette	Fayette High School	John B. Ziegler
11	Fort Payne	North Alabama College	J. J. Jones
12	Gaylesville	Gaylesville High School	Groves Colvert
13	Gurley	Robert Donnell High School*	Rev. H. L. Walker
14	Hartselle	Hartselle College	J. H. Riddle
15	Healing Springs	Industrial Academy*	J. M. Quarles, A. B.
16	Huntsville	Huntsville Academy	Frank Puryear
17	Joppa	Industrial Normal and Collegiate Institute.	Horace J. Clark
18	Marion	Marion Baptist Academy	Rev. D. V. Jernison
19	.....do	Marion Military Institute	James T. Murfee, LL. D.
20	Mobile	Academy of the Visitation	Sister M. Ligonel Fox
21	.....do	Hunter's (Miss) Select School (Girls).	Miss S. E. Hunter
22	.....do	St. Mary's Select School*	Sister Aloysua
23	Montgomery	St. Mary's of Loretto Academy	Sister M. Borromeo
24	.....do	University School	J. M. & S. C. Starke
25	Nat.	Green Academy	V. Dillard Peek
26	Newton	Baptist Collegiate Institute	A. W. Tate
27	Pisgah	Pisgah Male and Female Acad- emy.	J. W. Simpson
28	Plantersville	University School	E. Y. McMorries, Ph. D.
29	Rockford	Rockford High School	Jef. Sox
30	Selma	Alabama Baptist Colored Uni- versity.	R. T. Pollard, president
31	Springville	Spring Lake College	H. Y. Weisinger
32	Talladega	Talladega College	George W. Andrews, D. D.
33	Thorsby	Thorsby Normal School	R. A. Rasco
34	Trinity Station	Lile's University School	Henry T. Lile
35	Tuscaloosa	University High School	H. M. Somerville, jr.
36	Tuscumbia	Deshler Female Institute and College.*	Mrs. R. P. Foote
ARIZONA.			
37	Prescott	St. Joseph's Academy*	Sisters of St. Joseph
38	Tucson	St. Joseph's Academy	
ARKANSAS.			
39	Amity	Amity High School	Samuel M. Samson
40	Barren Fork	Barren Fork Academy*	C. L. Manning
41	Belleville	Belleville Normal College	R. D. H. Montgomery
42	Bentonville	Bentonville Academy (Ouachita)	E. R. Wilson
43	Berryville	Clarke's Academy	Isaac A. Clarke
44	Fordyce	Little Rock Conference Training School.	J. D. Clary
45	Gentry	Hendrix Academy*	W. E. Simpson
46	Helena	Sacred Heart Academy	Sister Evangelista
47	Holly Springs	Judson Baptist High School*	W. R. McEwen

*Statistics of 1900-1901.

other private secondary schools for the scholastic year 1901-2.

Religious denomination.	Students.																		Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
	Sec-ond-ary in-struct-ors.	Sec-ond-ary stu-dents.		Ele-men-tary pupils, in-clud-ing all be-low sec-ond-ary grades.		Pre-paring for col-lege.				Grad-u-ates in 1902.		Col-lege pre-para-tory stu-dents in the class that grad-u-ated in 1902.										
						Clas-sical course.		Sci-entific course.														
						Male.	Female.	Male.	Female.					Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22				
Epis.....	0	3	0	30	12	30						0	8			4	0	300	\$50,000	1		
M. E. So.....	6	0	112	2	42	22	10	1	50	1	10	0	8	10	0	4	40	200	30,000	2		
Nonsect.....	0	7	0	75	0	75	0	27	0	15	0	19	0	5	5	0	1,000	3,000	3			
Nonsect.....	3	2	36	14	43	29	29	4	12	0	4	0	0		4		1,200		4			
Nonsect.....	3	0	21	20	0	0					0	0					1,200	150,000	5			
Nonsect.....	1	1	14	18	3	5	1	2	2	1	1	0			3		1,000	5,500	6			
Nonsect.....	2	2	29	30	44	49	20	30	9	0	7	7	7	7	4	0	100	11,000	7			
Epis.....	0	1	8	4	0	0	2													8		
Nonsect.....	1	1	15	16	10	12	5	6	2	3										9		
Nonsect.....	1	0	15	25	60	100									3	0		2,000		10		
Nonsect.....	1	3	24	20	78	85					0	0	0	0	2	0	150	3,500		11		
Cumb.Pres.....	2	1	12	13	23	27	2	3									500	10,000		12		
Cumb.Pres.....	1	1	3	28	30	22	35	2	2		2	4	1	2	4	16	75	12,000		13		
Nonsect.....	2	2	60	73	0	0											325	5,000		14		
Bapt.....	1	0	21	21	25	17									3	0		1,500		15		
Nonsect.....	1	1	19	5	4		8	4	2	0					5	0	400			16		
Cong.....	1	0	8	7	88	88											400	3,000		17		
Bapt.....	2	0	11	15	57	55	8	0	9	9	0	0	0	0	4	0	157	2,000		18		
Nonsect.....	6	0	114	0	0	0					1	0	15	0	5	114		75,000		19		
R. C.....	0	4	0	19	0	30						0	4		3		3,650			20		
Nonsect.....	0	3	0	20	0	25						0	9		4					21		
R. C.....	0	2	0	32	0	148			0	70	0	4			4					22		
R. C.....	0	2	0	12	0	143					0	0	0	0	4	0	1,000			23		
Nonsect.....	3	0	70	0	26	0					0	0	0	0	0				13,000	24		
Cong.....	1	1	13	8	30	32									2	0	100	4,000		25		
Bapt.....	2	2	40	40	60	43					1	2			4	0	15	3,000		26		
Nonsect.....	2	0	25	20	55	45									4			1,200		27		
Nonsect.....	1	0	11	9	28	35			3	2	0	0	0	0	4	0		1,200		28		
Nonsect.....	1	1	15	12	30	43	1	3	0	0	0	0	0	0	4	0		800		29		
Bapt.....	1	6	40	86	85	200	12	10									500	30,150		30		
Nonsect.....	1	1	10	10	40	30	3	2	0	0	0	0	0	0	4	0	150	600		31		
Cong.....	7	4	68	29	164	273			13	4	5	11	5	3	4	0	7,000	140,000		32		
Nonsect.....	1	1	60	40	60	82	11	1	11	2	8	3			2	0	2,000	10,000		33		
Nonsect.....	1	0	16	0	0	5	0	5	0	0					3		1,000	5,000		34		
Nonsect.....	1	0	21	0	8	0	2	0	5	0	0	0	0	0	4	21	100	5,000		35		
Nonsect.....	0	1	0	9	2	36	0	8	0	0	0	0			4		17	2,000		36		
R. C.....	0	3	1	5	34	75			1	4	0	2	0	2	4	0	200			37		
R. C.....	0	9	0	50	0	75												20,000		38		
Nonsect.....	2	0	67	52	61	49	1	3	5	4	0	1	0	1	65	500	9,000			39		
Nonsect.....	3	1	40	20	50	100	10	1	8	4	8	5			0	380	3,500			40		
Nonsect.....	2	2	27	14	103	98									2	0	75	4,000		41		
Bapt.....	3	2	48	39	25	18									4	0	500	17,500		42		
Nonsect.....	2	2	37	20	13						2	2			4	0	950	5,000		43		
M. E. So.....	3	2	70	30	0	0	12	5	10	0					4	0	700	6,000		44		
M. E. So.....	2	2	20	15	5	10	3	2	8	7	0	0			4	0	1,200	7,500		45		
R. C.....	2	3	10	8	25	27					0	1			0					46		
Miss. Bapt.....	2	1	25	15	10	30	0	1			0	0			3	0		2,500		47		

TABLE 44.—Statistics of private high schools, endowed academies, seminaries, and

	State and post-office.	Name.	Principal.
	1	2	3
	ARKANSAS—continued.		
48	Imboden	Sloan-Hendrix Academy *.....	W. L. Clifton
49	Little Rock	Arkansas Baptist College	Joseph A. Booker.....
50	Magazine	Magazine-Ouachita Academy.....	Charles E. Scott
51	Maynard	Ouachita Academy	J. F. Rorex
52	Monticello.....	Hinemon's University School.....	Ury McKenzie and J. W. Shewmake.
53	Newport	Franklin Doswell Institute.....	A. Y. Hamilton
54	North Little Rock	Shorter College	T. H. Jackson
55	Paragould.....	Thompson's Classical Institute....	R. S. Thompson
56	Rogers.....	Rogers Academy *	Morrison Weimer
57	Searcy.....	Searcy Female Institute	Mrs. R. B. Willis
58	.....do	Spears-Langford Military Institute.*	R. B. Willis, D. D., and W. E. Hill.
59	Spielerville.....	New Subiaco College	Rev. Albert Ignatius Konrad.
60	Stuttgart	Stuttgart College *	Rev. E. McKee
61	Wilmar.....	Beauvoir College.....	J. L. Spence
62	Witcherville	Buckner College.....	W. A. Hill
	CALIFORNIA.		
63	Alameda	Notre Dame Academy	Sister Mary St. George
64	Alta	Agassiz Hall	W. W. Price
65	Belmont.....	Belmont School	W. T. Reid
66	Berkeley (post-office box 42)	Boone's University School.....	P. R. Boone
67	Berkeley	Head's (Miss) School.....	Miss Marion Ransom.....
68	Crescent City	Crescent City Academy	Walter F. Jones
69	East Oakland.....	Our Lady of Lourdes Academy.....	Sister M. Fidelis
70	Grass Valley.....	Mount St. Mary's Academy*.....	Sister Mary Baptist O'Connor.
71	Hollister	Sacred Heart Academy	Sister Helena
72	Irvington	Anderson Academy	William Walker Anderson ..
73	Los Angeles (Adams street)	Girls' Collegiate Institute.....	A. K. Parsons, J. W. Dennen..
74	Los Angeles	The Harvard Military School	Grenville C. Emery.....
75	.....do	Los Angeles Military Academy.....	Walter J. Bailey
76	.....do	Marlboro School for Girls and Young Ladies.	Miss Mary S. Caswell
77	.....do	St. Mary's Academy *	Sister Catherine
78	Marysville.....	College of Notre Dame.....	Sister Superior
79	Menlo Park	Hoitt's School for Boys	Ira G. Hoitt.....
80	.....do	St. Patrick's Seminary	Rev. A. J. B. Vinbert.....
81	Nordhoff	Thacher's School	Sherman D. Thacher
82	Oakland	Convent of Our Lady of the Sacred Heart.	Sister M. Hermann, superior..
83	.....do	Horton's (Miss) School.....	Miss Sarah Wyman Horton ..
84	Oakland (Fifth and Jackson streets).	St. Joseph's Academy	Brother Genebern.....
85	Palo Alto.....	Manzanita Hall	Frank Cramer
86	Pasadena (59 South Euclid avenue).	Classical School for Boys	Stephen Cutter Clark
87	Pasadena (124 South Euclid avenue).	Classical School for Girls	Anna B.orton.....
88	Petaluma	St. Vincent's Academy.....	Sisters of Charity.....
89	Red Bluff.....	Academy of Our Lady of Mercy ..	Sisters of Mercy
90	Redwood City.....	Academy of Notre Dame *.....	Sister Mary Cecilia
91	Rio Vista	St. Gertrude's Academy *	Sister Mary Camillus.....
92	Sacramento (1028 J street) ..	Howe's Academy and Business College.	Edward Howe, jr.....
93	Sacramento (1126 K street) ..	Sacramento Institute	Brother Walter
94	Sacramento	St. Joseph's Academy	Sister Mary Lignori
95	San Diego	Academy of Our Lady of Peace....	Sisters of St. Joseph.....
96	San Francisco (925 Franklin street).	Academy of the Sacred Heart	M. Gorman

* Statistics of 1900-1901.

TABLE 44.—Statistics of private high schools, endowed academies, seminaries, and

	State and post-office.	Name.	Principal.
	1	2	3
	CALIFORNIA—continued.		
97	San Francisco.....	College of Notre Dame*.....	Sister Julia Theresa.....
98	San Francisco (1849 Jackson street).	Hamlin School and Van Ness Seminary.	Sarah D. Hamlin.....
99	San Francisco (2126 California street).	Irving Institute.....	Edward B. Church.....
100	San Francisco (2234 Pacific avenue).	Murison's (Miss) School.....	Miss E. L. Murison.....
101	San Francisco (Fremont and Harrison streets).	Our Lady of Mercy's Academy....	Sister M. Immanuel.....
102	San Francisco (1901 Powell street).	Presentation Convent.....	Sister Mary Josephine.....
103	San Francisco (Eddy and Larkin streets).	Sacred Heart College.....	Brother Xenophon, F. S. C....
104	San Francisco (1623 Broadway street).	St. Brigid's School.....	Sisters of Charity.....
105	San Francisco.....	St. Patrick's Academy (Boys)....	Sister Eugenia Garvey.....
106	San Francisco (Twenty-fourth and Alabama streets).	St. Peter's Academy.....	Sister Mary B. O'Brien.....
107	San Francisco (671 Mission street).	St. Vincent's School (Girls).....	Sister Eugenia Garvey.....
108	San Francisco (2203 Central avenue).	Trinity School for Boys.....	H. C. Lyon and Léon H. Roger
109	San Francisco (2014 Van Ness avenue).	West's (Miss) School for Girls....	Miss Mary B. West.....
110	San Jose (165 Devine street).	The Washburn College Preparatory School.	Arthur Washburn.....
111	San Leander.....	St. Mary's Convent.....	
112	San Luis Obispo.....	Academy of Immaculate Heart of Mary.	Sister R. C. Garvie.....
113	San Mateo.....	St. Margaret's School.....	Miss Ida Louise Tebbetts....
114	do.....	St. Mathew's School.....	Rev. Wm. A. Brewer.....
115	San Rafael.....	Dominican College.....	Mother Louis.....
116	do.....	The Hitchcock Military Academy.	Rev. Charles Hitchcock.....
117	do.....	Mount Tamalpais Military Academy.	Arthur Crosby, D. D.....
118	Santa Barbara.....	Santa Barbara Collegiate School..	T. H. McCune, M. A.....
119	Santa Clara.....	Notre Dame Academy.....	Sister Louis de Gonzague....
120	Santa Cruz.....	School of the Holy Cross.....	Sister M. Joseph.....
121	Santa Rosa.....	Ursuline Academy.....	Sister Agatha Reynolds.....
122	Shorb.....	Ramona Convent.....	Sister Superior.....
123	Stockton.....	St. Mary's College.....	Brother Charles Aul.....
124	Vallejo.....	St. Vincent's School.....	Sister M. Agnes.....
125	Woodland.....	Holy Rosary Academy.....	Sister Mary Barbara.....
	COLORADO.		
126	Boulder.....	Mount St. Gertrude's Academy...	Sister M. Salone.....
127	Canon City.....	Mount St. Scholastica's Academy.	Sister Callista Blake.....
128	Del Norte.....	The Presbyterian College of the Southwest.*	Rev. J. E. Weir, president....
129	Denver.....	Wolfe Hall.....	Margaret Kerr.....
130	Leadville.....	St. Mary's School.....	Sister Anacleta.....
131	Pueblo.....	Loretto Academy.....	Sister M. Reparata.....
	CONNECTICUT.		
132	Baltic.....	Academy of the Holy Family.....	Mother M. Aloysio.....
133	Black Hall.....	Black Hall School for Boys.....	Charles G. Bartlett.....
134	Bridgeport (263 Golden Hill)	Courtland School for Girls*.....	Miss Frances A. Marble and Miss Mary J. Miner.....
135	Bridgeport (688 Park avenue).	Park Avenue Institute.....	Seth B. Jones.....

* Statistics of 1900-1901.

other private secondary schools for the scholastic year 1901-2—Continued.

Religious denomination.	Secondary instructors.		Students.																Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.		
			Secondary students.				Elementary pupils, including all below secondary grades.				Preparing for college.				Graduates in the class that graduated in 1902.		College preparatory students in the class that graduated in 1902.							
	Male.		Female.		Male.		Female.		Classical course.		Scientific course.		Male.		Female.		Male.						Female.	
	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22						
R. C	0	6	0	54	0	246	0	12	0	8	0	8	0	1	4	0	2,000	.....	97				
Nonsect ...	0	4	0	86	3	30	0	14	0	0	0	10	0	1	4	.....	2,000	\$60,000	98				
P. E	5	8	0	59	0	66	.....	.....	.....	.....	0	16	0	6	4	0	2,000	10,000	99	
Nonsect ...	2	8	0	60	0	30	0	1	0	3	0	6	0	4	5	0	500	.....	100				
R. C	0	1	0	10	156	181	.....	.....	.....	.....	0	1	.....	.....	.....	.....	.....	.....	101
R. C	0	4	0	14	0	560	0	0	0	0	0	0	0	4	0	6,012	50,000	102						
R. C	6	0	88	0	327	0	.....	55	0	14	0	6	0	3	0	3,000	150,000	103					
R. C	0	3	0	30	210	300	10	20	.....	.....	0	5	.....	.....	4	0	500	.....	104
R. C	2	0	11	0	371	0	.....	.....	.....	.....	.....	.....	.....	4	11	.....	.....	.....	105
R. C	0	2	0	20	114	390	.....	.....	.....	.....	0	1	.....	.....	4	.....	500	.....	106
R. C	0	2	0	34	0	476	.....	.....	.....	.....	0	7	.....	.....	4	.....	3,000	54,000	107
Nonsect ...	4	0	18	0	21	0	5	0	.....	.....	6	0	6	0	4	0	.....	.....	108	
Nonsect ...	0	7	0	55	15	50	0	7	0	0	0	2	0	1	4	.....	1,000	40,000	109				
Nonsect ...	2	5	23	36	33	33	.....	22	28	2	5	2	5	4	0	700	7,500	110					
R. C	0	2	0	15	40	105	0	0	0	0	0	0	0	4	.....	.....	.....	.....	111	
R. C	0	2	0	25	0	8	.....	.....	.....	.....	.....	.....	.....	4	.....	200	.....	.....	112
Epis	2	7	1	21	2	6	.....	.....	.....	.....	0	2	.....	.....	.....	.....	.....	15,000	113
P. E	7	0	72	0	62	0	35	0	25	0	9	0	6	0	4	72	1,000	200,000	114					
R. C	0	5	0	20	0	60	0	1	0	1	0	2	0	2	.....	7,000	100,000	115					
Nonsect ...	5	0	16	0	36	0	.....	.....	.....	.....	.....	.....	.....	4	16	250	25,600	116	
Presb.	6	0	66	0	24	0	.....	.....	.....	.....	6	0	2	0	4	66	300	40,000	117	
Nonsect ...	2	1	10	5	16	0	.....	10	2	3	3	2	1	4	0	370	10,000	118					
R. C	0	4	0	58	0	152	.....	0	2	0	4	0	2	.....	.....	.....	.....	.....	119
R. C	0	3	0	30	0	120	.....	.....	.....	.....	0	0	0	4	0	600	50,000	120		
R. C	0	3	0	20	0	20	.....	.....	.....	.....	0	2	.....	.....	.....	600	.....	.....	121
R. C	0	5	0	14	0	51	.....	.....	.....	.....	.....	.....	.....	4	0	750	.....	.....	122
R. C	1	0	27	0	125	0	.....	.....	.....	.....	4	0	.....	.....	4	0	.....	.....	123
R. C	0	3	15	17	189	192	.....	.....	.....	.....	1	5	.....	4	32	950	.....	.....	124
R. C	0	3	0	34	0	93	0	2	.....	.....	0	2	.....	4	.....	900	.....	.....	125
R. C	0	4	13	34	39	55	0	0	0	0	4	10	0	4	0	500	40,000	126						
R. C	0	3	0	44	0	68	.....	.....	.....	.....	0	5	.....	4	.....	300	100,000	127	
Presb.	2	1	19	18	9	6	.....	.....	.....	.....	1	0	1	0	.....	600	20,000	128	
Epis	0	7	0	58	0	45	0	5	.....	.....	0	8	0	1	4	0	1,486	.....	129		
R. C	2	2	22	20	300	334	.....	.....	.....	.....	0	3	.....	4	42	200	.....	.....	130
R. C	0	8	0	50	0	80	.....	.....	.....	.....	.....	.....	.....	4	.....	1,000	.....	.....	131
R. C	0	8	0	45	0	33	.....	.....	.....	.....	0	5	0	5	4	.....	1,200	.....	132
Epis	4	1	21	0	3	0	3	0	11	0	3	0	3	0	4	.....	2,000	.....	133			
Nonsect ...	1	6	0	39	0	48	0	11	.....	.....	0	0	0	5	0	.....	.....	.....	134
Nonsect ...	2	0	41	0	30	0	18	0	12	0	13	0	9	0	4	0	2,500	30,000	135					

TABLE 44.—*Statistics of private high schools, endowed academies, seminaries, and*

State and post-office.	Name.	Principal.
1	2	3
CONNECTICUT—continued.		
136 Bridgeport (836 Fairfield avenue).	The University School.....	Vincent C. Peck.....
137 Brookfield Center.....	Curtis School for Boys.....	Frederick S. Curtis, Ph. B.....
138 Cheshire.....	Episcopal Academy of Connecticut.	Eri D. Woodbury.....
139 Cornwall.....	The Cornwall School*.....	Rev. Allyn K. Foster, M. A.....
140 Essex.....	Pratt High School.....	J. W. Taylor.....
141 Fairfield.....	Fairfield Academy*.....	Francis H. Brewer.....
142 Farmington.....	Porter's (Miss) School.....	Mrs. M. E. Dow.....
143 Greenwich.....	Greenwich Academy*.....	J. E. Root.....
144 ..do.....	Rosemary Hall*.....	Caroline Runtz-Rees.....
145 Hartford.....	Mount St. Joseph's Seminary.....	Mother Fabian Kane.....
146 Kent.....	Hopson's (Miss) School*.....	Miss Katharine M. Hopson.....
147 Lakeville.....	The Hotchkiss School.....	Edward G. Coy.....
148 ..do.....	The Taconic School for Girls*.....	Lillian Dixon.....
149 Lyme.....	Boxwood School.....	Mrs. R. S. Griswold.....
150 Middletown.....	Patten's (Misses) School.....	Miss Eliza F. Patten.....
151 Milford.....	Simpson's (Miss) School.....	Miss L. Simpson.....
152 Mystic.....	Mystic Valley English and Classical Institute.	John Knight Buckley.....
153 New Haven (18 Insurance building).	Gile Grammar School*.....	Theodore B. Willson.....
154 New Haven (7 College street)	Hopkin's Grammar School*.....	George L. Fox, M. A.....
155 New Haven (97 Whitney avenue).	Johnstone's (Miss) School.....	Miss Mary Sibyl Johnstone.....
156 New Haven (83 Wall street).	Whedon's (Miss) School for Boys.	Miss Susan H. Whedon.....
157 New Haven (96 Mansfield street).	Willard's (Miss) School.....	Miss Charlotte A. Willard.....
158 New London.....	Bulkley School.....	Walter A. Towne.....
159 ..do.....	Williams Memorial Institute.....	Colin S. Buell.....
160 New Milford.....	Ingleside School.....	Mrs. Wm. D. Black.....
161 ..do.....	The Weantinaug School for Boys.	Rev. Frank Barnard Draper.....
162 New Preston.....	Upson Seminary.....	Rev. Henry Upson.....
163 Newtown.....	Newtown Academy.....	Wm. Wilson Gardner.....
164 Norfolk.....	The Robbins School.....	Oscar A. Beverstock, acting principal.
165 North Stonington.....	The Wheeler School.....	Clare Reynolds Bass.....
166 Norwalk.....	Baird's (Miss) Institute.....	Miss Cornelia F. Baird.....
167 Norwalk (Hillside).....	Mead's (Mrs.) School for Girls.	Mrs. Melville E. Mead.....
168 Norwalk.....	Norwalk University School.....	W. G. Chase, A. B.....
169 Norwich.....	Butt's (Miss) School.....	Miss Matilda Butts.....
170 ..do.....	Norwich Free Academy.....	Robert P. Keep, Ph. D.....
171 Pomfret.....	Pomfret School.....	Wm. Beach Olmstead.....
172 Putnam.....	Notre Dame de Bon Secours Academy.*	Rev. J. Van Den Noort.....
173 Redding.....	Hill Academy*.....	Adah J. Todd.....
174 Salisbury.....	St. Austin's School.....	Rev. George E. Quaile.....
175 Simsbury.....	Westminster School.....	W. L. Cushing.....
176 ..do.....	Woodside Seminary.....	J. B. McLean and Sara J. Smith.
177 Southport.....	Seaside Seminary.....	Miss Augusta Smith.....
178 Stamford.....	Catherine Aiken School.....	Harriet B. Scoville Devan.....
179 ..do.....	The King School.....	Hiram U. King.....
180 Stamford (5 and 7 Willow street).	Low's (Miss) School.....	Miss Low and Miss Heywood.
181 Suffield.....	Suffield Academy*.....	Harry L. Thompson.....
182 Wallingford.....	The Phelps School for Girls.....	Miss Sara S. Phelps Kelsey.....
183 Washington.....	The Gunnery*.....	John C. Brinsmade.....
184 ..do.....	The Ridge.....	William G. Brinsmade.....
185 Waterbury.....	Academy of the Congregation de Notre Dame.*	Sister St. Stanislaus.....

*Statistics of 1900-1901.

other private secondary schools for the scholastic year 1901-2—Continued.

Religious denomination.	Secondary-instructors.	Students.																Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
		Secondary students.				Elementary pupils, including all below secondary grades.				Preparing for college.				Graduates in 1902.		College preparatory students in the class that graduated in 1902.					
		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
1	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22			
Nonsect ...	2	1	23	0	5	0	10	0	13	0	3	0	3	0	5	0	2,500	\$20,000	133		
Nonsect ...	2	1	7	0	17	0	7	0	7	0	0	0	0	0	0	0	450	27,600	137		
P. E.	7	1	67	0	7	0	6	0	21	0	7	0	0	0	4	67	350	50,000	138		
Nonsect ...	2	2	18	6	0	0	4	0	1	0	1	0	1	0	4	0	160	139		
Cong ...	1	0	4	15	5	0	0	0	1	0	1	1	0	0	3	0	40	5,000	140		
Nonsect ...	2	9	0	85	35	0	0	0	0	0	0	0	0	4	0	100	1,500	148			
Nonsect ...	2	0	0	6	21	4	5	3	0	0	1	1	0	0	4	0	3,000	52,000	142		
Nonsect ...	2	9	0	75	0	20	0	4	0	0	0	5	0	5	4	0	143		
Nonsect ...	2	6	0	86	0	34	0	0	0	0	24	0	0	4	0	2,579	200,000	144			
R. C.	0	2	3	6	0	0	0	0	0	0	0	0	0	0	4	0	145		
Nonsect ...	12	0	156	0	0	125	0	31	0	0	0	0	0	4	0	1,600	300,000	147			
Nonsect ...	1	6	9	11	9	12	0	1	0	1	0	0	0	4	0	325	20,870	148			
Nonsect ...	0	4	0	16	0	12	0	4	0	0	0	0	0	4	0	.....	.....	149	
Nonsect ...	0	4	10	14	0	13	0	0	0	0	1	0	1	4	0	.....	.....	150	
Protestant	0	1	3	4	5	4	0	1	0	0	2	0	0	3	0	.....	.....	151	
Nonsect ...	2	0	10	6	5	4	2	1	1	1	1	0	1	0	4	1,000	10,000	152			
Nonsect ...	1	2	14	1	4	1	1	0	2	0	0	0	0	0	0	50	200	153			
Nonsect ...	3	0	68	0	0	0	30	0	38	0	7	0	7	0	4	0	400	154		
Nonsect ...	1	14	0	66	13	75	0	15	0	0	0	1	0	1	4	0	10,600	155		
Nonsect ...	3	0	14	0	27	0	0	0	0	0	1	0	1	0	4	0	156		
Nonsect ...	0	3	0	13	0	3	0	0	0	0	13	0	0	0	0	.....	.....	157	
Nonsect ...	4	1	97	0	0	0	0	0	0	0	22	0	0	3	0	500	75,000	158			
Nonsect ...	1	8	0	190	0	0	0	0	8	0	15	0	23	0	6	180	990	125,000	159		
Epis ...	3	17	0	60	0	8	0	0	0	0	12	0	0	5	60	500	100,000	160			
P. E.	4	4	19	0	0	0	1	0	1	0	2	0	0	4	0	200	75,000	161			
Cong ...	2	0	8	3	3	1	1	0	1	0	3	3	0	0	0	350	.....	162		
Nonsect ...	1	6	5	8	15	8	0	0	0	0	0	0	0	4	0	30	.....	163		
Nonsect ...	2	2	19	9	0	0	1	1	8	0	5	3	3	1	4	500	35,000	164			
Nonsect ...	0	2	5	7	3	3	0	1	0	1	2	0	0	4	0	300	75,000	165			
Nonsect ...	4	6	0	48	0	0	0	19	0	0	6	0	4	4	0	.....	.....	166	
Nonsect ...	0	9	0	36	1	11	0	0	0	0	4	0	4	4	0	30,000	.....	167		
Nonsect ...	4	0	24	0	14	0	10	0	8	0	6	0	6	0	24	.....	.....	168	
Nonsect ...	0	1	0	6	0	0	0	0	0	0	0	0	0	4	0	600	10,000	169			
Nonsect ...	9	11	131	168	0	0	30	31	11	1	21	20	10	4	4	12,609	150,000	170			
Epis ...	10	0	106	0	0	0	90	0	16	0	18	0	17	0	0	1,560	150,000	171			
R. C.	0	4	0	50	0	5	0	0	0	0	5	0	0	4	0	400	.....	172		
Nonsect ...	0	2	6	4	6	4	1	1	0	1	1	1	1	1	3	0	173		
P. E.	3	0	11	0	0	0	3	0	7	0	1	0	1	0	6	0	60,000	174		
Nonsect ...	6	0	45	0	0	0	45	0	0	0	1	0	1	0	5	1,400	90,000	175			
Nonsect ...	0	4	0	18	0	5	0	3	0	5	0	3	0	2	4	1,200	.....	176		
Nonsect ...	0	1	3	1	1	7	0	1	1	0	0	1	0	1	0	150	8,000	177			
Nonsect ...	1	9	0	25	0	35	0	4	0	0	0	0	0	4	0	500	.....	178		
Nonsect ...	6	0	24	0	31	0	2	0	12	0	5	0	5	0	4	200	20,000	179			
Epis ...	1	10	0	40	0	20	0	0	0	0	0	0	0	4	0	.....	.....	180	
Bapt.	4	0	53	48	8	2	12	6	14	18	8	3	3	0	4	2,000	100,000	181			
Nonsect ...	0	2	0	12	0	25	0	4	0	4	0	0	0	4	0	.....	.....	182	
Nonsect ...	6	2	40	10	2	0	15	4	12	0	8	2	8	2	4	0	183		
Nonsect ...	2	0	8	0	0	0	5	0	2	0	4	0	4	0	0	.....	.....	184	
R. C.	0	12	0	50	0	130	0	5	0	0	12	0	3	4	5,429	90,000	185				

TABLE 44.—Statistics of private high schools, endowed academies, seminaries, and

	State and post-office.	Name.	Principal.
	1	2	3
	CONNECTICUT—continued.		
186	Waterbury	Gerard School	Isabel C. Lawton
187	Watertown	The Taft School (boys)	Honace D. Taft
188	Westport	Staples High School	Bessie R. Taylor
189	Wilton	Wilton Educational Institute	Charles W. Whitlock
190	Windsor	Hayden Hall-Home School for Girls.*	Julia S. Williams
191	Winsted	Gilbert School	John Eastman Clarke, Ph. D.
192	Woodstock	Woodstock Academy	E. R. Hall
	DELAWARE.		
193	Wilmington	Hebbs (Misses) School	Miss E. R. Hebb
194	.....do	Wilmington Friends School	Herschel A. Norris, A. M.
195	.....do	Wilmington Military Academy	Wm. H. Morrison and Thomas A. Blackford
	DISTRICT OF COLUMBIA.		
196	Washington (Eighth street and Maryland avenue)	Academy of the Sacred Heart of Mary	Sister M. Clementine
197	Washington	Academy of the Visitation	Sister M. Agnes Mathaney
198	Washington (1342 Vermont avenue)	Chenoweth Institute	Mrs. Mary D. Chenoweth Turner
199	Washington (corner Wood- ley road and Twentieth street)	Chey Chase School	Miss Leâ M. Bouligny
200	Washington (1453 Massa- chusetts avenue)	Columbia School for Boys	H. Montgomery Smith
201	Washington	Dupont Seminary	Mrs. C. I. Ford
202	Washington (2701 Four- teenth street)	Fairmont Seminary	Arthur T. Ramsay
203	Washington (1811 I street NW.)	Friends' Select School	Thomas W. Sidwell
204	Washington (West)	Georgetown Visitation Academy	Sister Claude Agnes
205	Washington (1409 Massa- chusetts avenue)	Gunston Institute	Mr. and Mrs. Beverley R. Mason
206	Washington (1312 Massa- chusetts avenue)	Holy Cross Academy	Sister M. Angelica
207	Washington (1322-1324 P street NW.)	Laise-Phillips School*	Mrs. J. Sylvester Phillips
208	Washington (West, 3116 O street NW.)	Linthicum Institute	R. C. Balinge, curator
209	Washington (1305 Seven- teenth street)	McDonald-Ellis School for Girls	Dr. E. R. Lewis
210	Washington (1100 M street)	Mount Vernon Seminary	Mrs. Elizabeth J. Somers
211	Washington (North Capitol and K streets)	Notre Dame Academy	Sister Mary Apollonia
212	Washington (1206 Eight- eenth street)	The Olney School	Virginia Mason Dorsey
213	Washington (1339 Corcoran street)	Putnam's English and Classical School for Boys	William H. Putnam, A. M.
214	Washington (601 East Capit- ol street)	St. Cecilia's Academy*	Mother Mary Augusta
215	Washington (1310 Eight- eenth street)	The University School for Boys	Robert Lee Preston
216	Washington (Third and T streets NE.)	Washington College for Young Ladies	F. Menefee
217	Washington (1850 Wyoming avenue)	Washington Heights School*	Miss Frances Martin
218	Washington (4401 Wiscon- sin avenue)	Washington School for Boys	Louis Leverett Hooper, A. M.

*Statistics of 1900-1901.

TABLE 44.—Statistics of private high schools, endowed academies, seminaries, and

State and post-office.	Name.	Principal.
1	2	3
FLORIDA.		
219 Fernandina	St. Joseph's Academy*	Sister Agnes
220 Gainesville	Tebeau's (Miss) Boarding and Day School.*	Miss Tebeau
221 Jacksonville	Cookman Institute	Lillie M. Whitney
222 do	Edward-Waters College*	A. St. George Richardson
223 do	Florida Baptist College	N. W. Collier, A. B.
224 Key West	Convent of Mary Immaculate	Mother M. Delphine
225 Martin	Fessenden Academy	Joseph L. Wiley, A. B.
226 Palatka	St. Joseph's Academy	Sister Jane Frances
227 St. Augustine	do	do
228 San Antonio	Holy Name Academy	Sister Mary Catherine
229 Tampa	Convent of the Holy Names	Sister Mary Winifred
GEORGIA.		
230 Arabi	Houston High School *	Lawson E. Brown
231 Athens	Jeruel Academy*	J. H. Brown
232 do	Knox Institute and Industrial School.*	L. S. Clark
233 Atlanta	Hunter's School for Boys	B. T. Hunter
234 do	Peacock's School for Boys*	D. C. Peacock
235 do	The Prather Home School*	Mrs. J. S. Prather
236 do	Spelman Seminary	Miss Harriet E. Giles
237 do	Washington Seminary	Mrs. W. T. Chandler and L. D. Scott
238 Auburn	Perry-Rainey College *	W. H. Maxwell
239 Augusta	Academy of Richmond County *	Charles H. Withrow
240 do	The Paine College*	Rev. Geo. Williams Walker, D. D.
241 do	Sacred Heart Academy	Sister M. Gertrude
242 do	Summerville Academy	Arthur Grabowskie, Ph. D.
243 do	Walker Baptist Institute	N. W. Curtright
244 Bowman	John Gibson Institute	Jacob A. Hunter
245 Carnesville	Carnesville High School	J. W. McFarland
246 Cave Spring	Hearn Institute for Boys and Girls	L. B. Cornelius
247 Cedartown	The Samuel Benedict Memorial School	George E. Benedict
248 Cleveland	Cleveland Academy	W. P. Palmer
249 Columbus	Moore's (Miss) School	Miss Ruth Moore
250 do	St. Elmo Institute	James J. Slade
251 do	St. Joseph's Academy*	Sister M. Stanislaus
252 do	Wynnton College*	F. G. Webb, A. M.
253 Cooksville	Cooksville High School *	G. W. St. John
254 Crawfordsville	Stephen's High School *	Wm. D. Sanford
255 Cuthbert	Bethel Male College	A. E. Kuse
256 Dalton	Hargis School	S. J. Hargis
257 Decatur	Agnes Scott Institute	F. H. Gaines, D. D.
258 do	The Donald Fraser High School (boys)	G. Hoelman Gardner
259 Demorest	The J. S. Green College	Rev. C. C. Spence
260 Epworth	Epworth Seminary	W. A. Parsons
261 Everett Springs	Everett Springs Seminary	C. S. Fulton
262 Fairmount	Fairmount College	C. B. Cauthen
263 Forsythe	R. Banks Stephens Institute	J. L. McGhee
264 Glenn	Glenn High School*	G. A. Adams
265 Fort McPherson	Anna Dill Institute	Geo. W. Camp
266 Hartwell	Hartwell Institute	M. L. Parker
267 Hiawassee	Hiawassee High School	A. B. Greene, B. A.
268 Irwinton	Talmage Institute	J. S. Davis
269 Jefferson	Martin Institute	G. E. Usher
270 Lavonia	Lavonia Institute	J. D. Garner
271 Leo	Mossy Creek Academy*	J. W. Smith

* Statistics of 1900-1901.

other private secondary schools for the scholastic year 1901-2—Continued.

Religious denomination.	Students.																					
	Secondary instructors.		Secondary students.		Elementary pupils, including all below secondary grades.				Preparing for college.				Graduates in 1902.		College preparatory students in the class that graduated in 1902.		Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.		
					Classical course.		Scientific course.		Male.	Female.	Male.	Female.									Male.	Female.	Male.	Female.
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22				
R. C	0	1	0	5	27	56	0	0	0	0	0	0	0	0	0	0						219
Epis	0	2	0	25	0	29											300	\$10,000				220
M. E	2	2	16	10	102	85					5	0	5	0	4	0		27,000				221
A. M. E	2	2	18	13	79	111	6	0	0	0	4	0	4	0	4	0						2-2
Bapt	3	4	63	105	35	45	8	0	2	0	0	1	0	0	4	0	500	10,000				223
R. C	0	1	0	11	174	60					0	2	0	0	4	0	920					224
Nonsect	1	1	10	15	110	115	23	2			0	5			4		1,000	10,000				225
R. C	0	4	0	32	6	19																2-6
R. C	0	2	0	28	75	151					0	2			3	0	453					2-7
R. C	0	2	2	10	8	5	3	2									200					228
R. C	0	3	0	49	190	297					0	2			4		1,220	60,000				229
Nonsect	1	6	80	38	30	38					6	4	6	4	4	0						220
Bapt	1	1	26	29	31	66			0	1	0	1			4	0	550	8,000				231
Cong	2	1	8	19	118	148	8	19			1	2	1	2	3	0	150	4,500				232
Nonsect	1	0	34	0	10	0	5	0	4	0	9	0	9	0	4	0	150	200				2-3
Nonsect	2	0	52	0	33	0	13	0	23	0	0	0	0	4	0	100	20,000					234
Nonsect	0	4	0	38	16	22	0	0	0	0	0	7	0	0	4	0	398	15,000				235
Bapt	0	8	0	106	0	552	0	11	0	13	0	13	0	3	4	0	3,674	300,000				236
Nonsect	1	14	0	138	0	92	0	18	0	0	12	0	3	4	0	1,000	20,000					237
Nonsect	2	0	36	4	70	20					1	2			4	0		4,000				238
Nonsect	5	0	115	0	0	115	0				14	0			115		100,000					239
M. E. So	6	5	82	121	22	22					7	4	6	2	4	0	43,734					240
R. C	0	7	0	39	35	241	0	40			0	3			4							241
Nonsect	1	2	20	26	50	60	3	2	6	4	1	2	1	1	4	0	1,500	15,000				242
Bapt	2	2	17	42	42	63	10	9			2	6	2	3	4	0	150	7,000				243
Bapt	2	1	61	79	35	48	30	30	20	10					4	0		15,000				244
Bapt	0	1	14	14	96	109	3	4							4	0		7,000				245
Bapt	1	0	10	15	18	25	2	1			0	0	0	0	4	0	30	1,200				246
Nonsect	1	1	30	15	58	52	0	1	5	0	3	1	0	1	3	0	1,000	18,000				247
Nonsect	1	1	20	15	25	20	3	4									12	3,000				248
Nonsect	0	1	6	10	6	3	1	2										20,000				249
Nonsect	0	3	0	36	0	6									5		600	20,000				250
R. C	0	2	13	15	12	20	4	10	0	0	0	0	0	0	0	0	500	10,000				251
Nonsect	1	0	15	18	20	12	15	10	0	0	0	0	0	0	3	0		6,000				252
Nonsect	1	1	14	16	20	15	3	4										750				253
Nonsect	2	1	11	7	47	58	4	2	1	0	2	0			3	0	320	5,000				254
Bapt	3	0	60	0	65	0	6	0	0	0	5	0	2	0	4	0	1,500	15,000				255
Nonsect	1	0	11	0	9	0					3	0			4	0	150	450				256
Presb.	0	10	0	127	0	112	0	3			0	5			4		1,400	135,000				257
Presb.	3	0	29	0	50	0	10	0	3	0					4	0	850	12,000				258
Nonsect	3	2	77	58	175	192					6	5			4	0	1,000	10,000				259
M. E	1	1	6	5	75	78	2	1			1	0	1	0	3	0	105	1,250				260
Nonsect	2	0	35	30	15	10					0	0	0	0	4	0	30	450				261
Meth	1	1	15	10	78	62	3	1			0	1	0	1	4	0		10,000				262
Nonsect	1	3	35	20	80	40					1	0			4	0	200	6,000				263
Nonsect	1	1	7	4	53	41																264
Nonsect	1	0	8	12	73	48	2	3	1	0	2	4	2	2	3	0	200	6,000				265
Nonsect	1	4	80	70	90	100	10	20			1	12	1	10	4	0	400	4,000				266
Bapt	2	1	75	50	84	21	25	3			5	0			4	0	250	300				267
Nonsect	1	1	20	45	5	4	1	0	1	0	1	6	1	2	4	0	200	10,000				268
Nonsect	1	2	40	60	105	130	12	15			0	3	0	3	4	0	500	20,000				269
Nonsect	1	3	35	40	75	85					0	0	0	0	4	0		3,000				270
Meth	1	1	30	25	25	40	6	0										2,000				271

TABLE 44.—Statistics of private high schools, endowed academies, seminaries, and

State and post-office.	Name.	Principal.
1	2	3
GEORGIA—continued.		
272 McIntosh.....	Dorchester Academy.....	Fred. W. Foster.....
273 Macon.....	Central City College.....	Wm. E. Holmes, A. M., D. D.....
274 Monticello.....	Monticello High School.....	Rembert G. Smith.....
275 Mount Zion.....	Mount Zion Seminary.....	W. P. Weston.....
276 Newnan.....	Walker High School.....	Daniel Walker and J. E. Pendergrast.
277 Oliver.....	Oliver High School*.....	David S. Laffitte.....
278 Ringgold.....	Literary Normal Institute.....	W. E. Bryan.....
279 Rockmart.....	Piedmont Institute.....	G. F. Venable.....
280 Savannah.....	Beach Institute*.....	Bertha S. Rick.....
281 do.....	Savannah Academy.....	John Taliaferro.....
282 Swainsboro.....	Swainsboro High School*.....	W. W. Larsen.....
283 Talbotton.....	Le Vert College.....	P. B. Winn.....
284 Washington.....	St. Joseph's Academy.....	Mother Gabriel.....
285 Waynesboro.....	Waynesboro Academy*.....	N. B. F. Close.....
286 Whitesburg.....	Hutcheson Collegiate Institute.....	W. W. Gaines.....
IDAHO.		
287 Boise.....	St. Teresa's Academy.....	Sister M. Amatus.....
288 Caldwell.....	The College of Idaho.....	Wm. J. Boone.....
289 Preston.....	Oneida Stake Academy.....	Edwin Cutler.....
290 Rexburg.....	Ricks Academy.....	Ezra Christiansen.....
ILLINOIS.		
291 Albion.....	Southern Collegiate Institute.....	W. J. Cook.....
292 Alton.....	Ursuline Academy of the Holy Family.....	Mother Lucy.....
293 do.....	Wellesley Private School*.....	Miss Julia D. Randall.....
294 Anna.....	Union Academy of Southern Illinois.....	W. W. Faris, D. D.....
295 Aurora.....	Aurora College (Preparatory Department).....	J. H. Allen.....
296 do.....	"Young Woman's School," Jennings Seminary.....	Jenette Lewis.....
297 Belleville.....	Academy of the Immaculate Conception*.....	Sister M. Magdalen.....
298 Bunker Hill.....	Bunker Hill Military Academy.....	S. L. Stiver.....
299 Chicago (Ninety-fifth and Throop streets).....	Academy of Our Lady.....	Mother F. Scraphica.....
300 Chicago (485 West Taylor street).....	Academy of the Sacred Heart.....	Madame Lewis.....
301 Chicago (1844 Briar Place).....	Anabic's (Miss) School for Girls (Lake View Institute).....	Miss Sara Alma Anable.....
302 Chicago (4746 Madison avenue).....	Ascham Hall.....	Kate Byam Martin.....
303 Chicago (2252 Calumet avenue).....	Dearborn Seminary*.....	Evelyn Matz.....
304 Chicago (4670 Lake avenue).....	The Harvard School.....	John J. Schobinger and John C. Grant.....
305 Chicago (40 East Forty-seventh street).....	The Kenwood Institute for Girls.....	Annicie Bradford Butts.....
306 Chicago (439 Elm street).....	Kirkland School.....	Mrs. E. S. Adams.....
307 Chicago (2535 Prairie avenue).....	The Loring School.....	Mrs. Stella Dyer Loring.....
308 Chicago (89 Newbury avenue).....	St. Francis' School (boys).....	F. X. Rosenloehner.....
309 Chicago (4928 Evans avenue).....	St. Francis' Xavier School (girls).....	Mother Mary Genevieve.....
310 Chicago (4707 Vincennes avenue).....	Starrett's (Miss) School for Girls.....	Mrs. Helen E. Starrett.....

* Statistics of 1900-1901.

TABLE 44.—Statistics of private high schools, endowed academies, seminaries, and

State and post-office.	Name.	Principal.
1	2	3
ILLINOIS—continued.		
311 Chicago (1254 Michigan avenue).	Zion College (Preparatory Department).	Rev. John A. Dowie
312 Coffeen	Coffeen Normal School and Academy.*	J. L. Traylor
313 Crab Orchard	Crab Orchard Academy	William T. Marberry
314 Creal Springs	Creal Springs College*	Mrs. G. B. Murrah
315 Dakota	College of Northern Illinois	H. L. Beam, A. M.
316 Dixon	Steinmann College*	Charles A. Steinmann
317 Elgin	Elgin Academy	George Newton Sleight
318 Evanston	Academy of the Sisters of Visitation.	.....
319 Geneseo	Geneseo Collegiate Institute	S. H. Thompson
320 Godfrey	Monticello Seminary	Harriet N. Haskell
321 Jacksonville	Jacksonville Female Academy	John M. Gillett, D. D.
322 Joliet	St. Francis' Academy	Sister M. Stanislaus Droessler
323 ..do	St. Mary's Academy	M. M. Catherine
324 Kankakee	St. Joseph's Seminary	Sister St. Zephyrine
325 Kansas	Eton Academy	Edward Willasey
326 Knoxville	St. Albans School*	A. H. Noyes
327 La Harpe	Gittings Seminary*	H. K. Fox, B. D., Ph. D.
328 Media	Wever-Media Academy*	Rev. J. E. Bradford
329 Mendota	Mendota College	M. L. Gordon
330 Morris	St. Angela's Academy	Sister M. Jerome
331 Mount Carroll	The Frances Shimer Academy of the University of Chicago.	Wm. P. McKee
332 Mount Morris	Mount Morris College	J. G. Royer
333 Nauvoo	St. Mary's Academy	Mother M. Ottilia, O. S. B.
334 Ottawa	Pleasant View Luther College	Lauritz A. Vigness
335 ..do	St. Francis Xavier's Academy	Sister Mary Ursula
336 Peoria	Academy of Our Lady of the Sacred Heart.	Sister M. Alexandrine
337 Port Byron	Port Byron Academy	Henry M. Herrick
338 Quincy	St. Mary's Institute	Mother M. Boniface
339 Springfield	Academy of Our Lady of the Sacred Heart.*	Sister Thomasina
340 ..do	Bette Stuart Institute	Mrs. Eliza W. Brooks
341 ..do	Concordia Seminary	Rev. Reinhold Pieper, A. D.
342 ..do	St. Agatha's School	Miss D. Murdoch
343 Sycamore	Waterman Hall	Rev. Benjamin F. Fleetwood
344 Toulon	Toulon Academy	Lewis A. Morrow
345 Upper Alton	Western Military Academy*	Albert M. Jackson
346 Vermilion	Vermilion Academy	George H. Moore
347 Warren	Warren Academy	Harry B. Humphrey
348 Waynesville	Waynesville Academy	W. H. Smith
INDIANA.		
349 Bloomington	Friends Bloomington Academy	Andrew F. Mitchell
350 Bourbon	Bourbon College*	Daniel Hahn
351 Collegeville	St. Joseph's College	Rev. Benedict Boebner
352 Culver	Culver Military Academy	Col. A. F. Fleet
353 Elkhart	Elkhart Institute	Noah E. Byers, B. S.
354 Ferdinand	Academy of the Immaculate Conception.	.....
355 Fort Wayne	St. Augustine's Academy	Sister St. Louise
356 Indianapolis	Girls' Classical School	Mrs. May Wright Sewall
357 ..do	Kniekerbocker Hall (school for girls).	Miss Mary Helen Yerkes
358 ..do	St. Agnes' Academy*	Sister M. Raphael
359 ..do	St. John's Academy	Sister St. Cyrella
360 Laporte	St. Rose's Academy	Sisters of the Holy Cross

* Statistics of 1900-1901.

other private secondary schools for the scholastic year 1901-2—Continued.

Religious denomination.	Students.																		Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.		
	Secondary in structors.		Secondary students.		Elementary pupils, including all below secondary grades.		Preparing for college.		Graduates in 1902.		College preparatory students in the class that graduated in 1902.													
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.										
	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22						
R. C.	1	2	15	22	50	101	0	2	0	0	0	0	0	0	0	0	0	0	4	0	114	\$720	311	
Nonscet ...	2	2	20	20	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	0	200	3,000	312	
Meth.	2	0	56	15	4	5	0	0	10	0	0	0	0	2	0	0	0	0	3	0	0	3,000	313	
Bapt.	3	4	27	46	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	0	400	12,000	314	
Reformed ..	1	0	9	6	0	0	0	1	0	0	0	0	0	0	0	0	0	0	4	0	500	7,000	315	
Nonsect ..	4	2	25	20	18	35	3	2	14	6	0	0	0	0	0	0	0	0	4	0	1,500	70,000	316	
Nonsect ..	5	5	43	40	33	36	8	6	2	0	0	0	0	0	0	0	0	0	4	0	1,400	75,000	317	
R. C.	0	4	0	20	0	30	0	0	0	0	0	0	0	0	0	0	0	0	4	0	1,000	0	318	
Presb.	2	2	27	29	15	6	1	1	0	0	0	0	0	3	6	0	0	0	4	0	300	25,000	319	
Christian ..	0	12	0	100	0	50	0	0	0	0	0	0	0	0	15	0	0	0	4	0	4,000	500,000	320	
Presb.	0	4	0	32	0	40	0	0	0	0	0	0	0	0	11	0	0	0	4	0	1,000	75,000	321	
R. C.	0	2	0	6	0	74	0	0	0	0	0	0	0	0	3	0	0	0	4	0	0	0	322	
R. C.	0	2	0	6	0	74	0	0	0	0	0	0	0	0	3	0	0	0	4	0	0	0	322	
R. C.	0	2	0	6	0	74	0	0	0	0	0	0	0	0	3	0	0	0	4	0	0	0	322	
R. C.	0	2	0	6	0	74	0	0	0	0	0	0	0	0	3	0	0	0	4	0	0	0	322	
Nonsect ..	0	1	13	11	13	3	0	0	0	0	0	0	0	0	1	0	0	0	3	0	1,000	0	323	
R. C.	0	5	0	24	0	273	0	0	0	0	0	0	0	0	1	0	0	0	3	0	740	44,230	324	
Nonsect ..	0	1	13	11	13	3	0	0	0	0	0	0	0	0	1	0	0	0	3	0	1,000	0	325	
Epis.	6	0	54	0	6	0	1	0	30	0	10	0	5	0	5	0	0	0	4	54	1,000	65,000	326	
M. E.	3	1	9	23	7	57	2	4	3	3	0	4	0	2	4	0	0	0	4	0	0	0	25,000	327
Nonsect ..	2	1	10	19	4	8	0	0	0	0	4	0	0	1	0	0	0	0	4	0	300	6,000	328	
Ad. Chris ..	4	3	28	20	7	20	6	2	3	1	0	0	0	0	0	0	0	0	0	0	2,400	15,000	329	
R. C.	0	3	0	44	0	60	0	0	0	0	0	0	0	0	8	0	0	0	4	0	450	0	330	
Bapt.	1	5	2	60	4	13	2	7	0	0	2	11	2	11	4	0	0	0	4	0	1,050	50,000	331	
Ger. Bapt ..	7	3	113	74	100	100	23	17	0	0	10	4	10	4	4	0	0	0	4	0	18,500	90,000	332	
R. C.	0	3	0	54	0	82	0	0	0	0	0	5	0	2	4	0	0	0	4	0	0	0	333	
Luth.	4	4	12	3	40	24	0	0	0	0	4	4	1	1	3	0	0	0	3	0	200	35,000	334	
R. C.	0	5	0	25	0	125	0	0	0	0	0	3	0	4	0	0	0	0	4	0	25	80,000	335	
R. C.	0	5	0	50	0	55	0	0	0	4	0	7	0	4	4	0	0	0	4	0	1,800	50,000	336	
Cong.	1	3	18	14	0	0	3	0	4	3	2	4	2	3	3	0	0	0	3	0	350	5,000	337	
R. C.	0	6	0	50	0	153	0	0	0	0	0	4	0	4	0	0	0	0	4	0	0	250,000	338	
R. C.	0	3	0	12	0	0	0	0	0	0	0	4	0	4	0	0	0	0	4	0	0	0	339	
Nonsect ..	0	6	0	43	0	69	0	0	0	0	0	3	0	0	0	0	0	0	4	0	2,000	25,000	340	
Ev. Luth. ..	5	0	158	0	0	0	0	0	0	0	17	0	16	0	2	0	0	0	2	0	2,500	125,000	341	
P. E.	0	3	0	11	5	20	0	0	0	0	0	4	0	0	0	0	0	0	4	0	400	30,000	342	
P. E.	0	8	0	40	0	53	0	0	0	0	0	13	0	2	4	0	0	0	4	0	2,800	75,000	343	
Nonsect ..	1	3	27	50	0	0	0	0	0	0	0	6	0	4	4	0	0	0	4	0	200	15,000	344	
Nonsect ..	6	1	60	0	18	0	2	0	8	0	15	0	7	0	4	0	0	0	4	60	1,000	75,000	345	
Friends. ..	2	1	14	24	11	9	2	1	1	1	3	4	1	1	3	0	0	0	3	0	850	6,000	346	
Nonsect ..	1	2	23	62	7	6	2	1	4	2	4	4	4	2	4	4	2	0	3	0	4,000	18,000	347	
Nonsect ..	2	0	16	17	2	1	2	0	0	0	0	2	0	0	0	0	0	0	4	0	0	0	348	
Friends. ..	1	1	33	28	10	7	0	0	0	0	9	10	9	10	3	0	0	0	3	0	800	12,000	349	
Nonsect ..	3	2	23	37	7	23	0	0	0	0	4	3	2	5	1	0	0	0	4	0	100	10,000	350	
R. C.	6	0	100	0	33	0	20	0	30	0	20	0	20	0	20	0	0	0	100	2,000	150,000	351		
Nonsect ..	15	0	225	0	23	0	13	0	40	0	36	0	23	0	0	0	0	0	4	225	2,000	250,000	352	
Mennonite ..	6	2	100	75	60	27	4	2	3	0	10	13	0	0	0	0	0	0	4	0	1,000	12,500	353	
R. C.	0	2	0	8	0	24	0	0	0	0	0	0	0	0	0	0	0	0	4	0	0	200,000	354	
R. C.	3	6	0	65	156	225	0	0	0	0	0	10	0	0	0	0	0	0	4	0	1,000	60,000	355	
Nonsect ..	1	10	0	43	8	71	0	0	0	0	0	15	0	5	4	0	0	0	4	0	600	0	356	
P. E.	0	8	0	47	0	47	0	3	0	3	0	6	0	1	5	0	0	0	5	0	1,500	35,000	357	
R. C.	0	5	0	25	78	95	0	0	0	0	0	0	0	0	0	0	0	0	4	0	0	0	358	
R. C.	0	5	0	40	0	190	0	0	0	0	0	7	0	0	0	0	0	0	4	0	2,000	0	359	
R. C.	0	3	0	11	24	49	0	0	0	0	0	0	0	0	0	0	0	0	4	0	1,000	20,000	360	

TABLE 44.—Statistics of private high schools, endowed academies, seminaries, and

State and post-office.	Name.	Principal.
1	2	3
INDIANA—continued.		
361 Lima	Howe School.....	Rev. John Heyward McKenzie.
362 Michigan City.....	St. Mary's Academy .....	.....
363 Notre Dame .....	.....do.....	Mother M. Pauline
364 Oakland City.....	Oakland City College*.....	W. P. Dearing
365 Oldenburg	Immaculate Conception Academy.....	Sister M. Veronica
366 Plainfield	Central Academy	B. W. Kelly
367 ..do.....	Sugar Grove Academy*	Laura E. Steer
368 Plymouth	St. Michael's Academy	Sister M. Pulcheria
369 St. Marys	St. Mary's-of-the-Woods Academy.....	.....
370 South Bend	St. Joseph's Academy	Sisters of the Holy Cross
371 Spiceland	Spiceland Academy	M. S. Woods
372 Vincennes	St. Rose Academy	Sister St. Cyrilla
373 ..do.....	Vincennes University	J. E. Manchester
374 Westfield	Union High Academy	Irvin Stanley.....
INDIAN TERRITORY.		
375 Ardmore	Hargrove College*.....	Thos. G. Whitten
376 Atoka	Atoka Baptist Academy	Edwin H. Rishel
377 Cameron	Cameron Presbyterian Institute*.....	W. S. Lacey
378 Chelsea	Chelsea Academy	G. A. Bearden
379 Muskogee	Spaulding Institute	Rev. Theo. F. Brewer, A. M.
380 Ryan	Ryan Educational Institute	J. W. Campbell
381 Vinita	Willie Halsell College	C. L. Browning
IOWA.		
382 Cedar Rapids.....	St. Joseph's Academy	Sister Mary Agatha
383 Charles City.....	Immaculate Conception Academy	Sister M. Ursula
384 Clinton	Mount St. Clare Academy	Sister M. Beatrice
385 ..do.....	St. Marys School.....	Sister Mary Justa
386 Corning	Corning Academy*	T. D. Ewing, D. D.
387 Council Bluffs.....	St. Frances Academy	Sister M. Leocadia
388 Davenport	Immaculate Conception Academy	Sister Mary
389 ..do.....	St. Ambrose College	Rev. John T. A. Flannagan
390 Decorah	Decorah Institute*	Mrs. J. Breckenridge
391 Denmark	Denmark Academy	Arthur Risser, A. B.
392 Des Moines.....	Clark's (Miss) School	Miss Rachel C. Clarke
393 ..do.....	Grand View College	R. R. Vestergaard
394 Dubuque	Academy of Visitation	Sister M. Aloysia Faherty
395 ..do.....	St. Joseph's Academy	Sister M. Lutigarde
396 Epworth	Epworth Seminary	Rev. H. R. De Bra, A. M., B. D.
397 Fort Dodge.....	Tobin College	C. V. Findlay
398 Hull	Hull Educational Institute	Mrs. J. F. Jensen
399 Independence.....	Notre Dame Seminary	Sister of Mercy
400 Iowa City.....	Iowa City Academy	W. A. Willis
401 Iowa Falls.....	Ellsworth College	J. E. Conner
402 Jewell	Jewell Lutheran College*.....	V. H. Hegstrom, Ph. D.
403 Keokuk	St. Vincent's Academy	Sister Irene
404 Le Grand	Friends Academy	J. H. Hadley
405 New Providence	New Providence Academy	A. F. Styles
406 Nora Springs.....	Nora Springs Seminary and Business College.....	Thomas William Todd, A. M.
407 Orange City	Northwestern Classical Academy.....	Philip Soulen
408 Osage	Cedar Valley Seminary.....	Alonzo Abernethy, Ph. D.
409 Pleasant Plain.....	Pleasant Plain Academy	Wm. O. Mendenhall
410 Sac City	Sac City Institute*.....	G. W. Lee
411 St. Ansgar.....	St. Ansgar Seminary and Institute	John P. Tandberg
412 Salem	Whittier College	E. H. Parisho
413 Vinton	Tilford Collegiate Academy	Thomas Francis Tobin, A. M.

* Statistics of 1900-1901.

other private secondary schools for the scholastic year 1901-2—Continued.

Religious denomination.	Secondary instructors.		Students.																Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
			Secondary students.		Elementary pupils, including all below secondary grades.		Preparing for college.				Graduates in 1902.		College preparatory students in the class that graduated in 1902.									
							Classical course.		Scientific course.													
							Male.	Female.	Male.	Female.					Male.	Female.	Male.	Female.				
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22				
Epis.....	7	0	72	0	31	0	20	0	31	0	9	0	8	0	4	72	1,200	£100,000	361			
R.C.....	0	2	20	10	160	150	4	0	2	0	6	4	6	0	4	0	2,500		362			
R.C.....	0	10	0	143	0	110					0	15			4	0	3,000		363			
Bapt.....	3	2	50	35	32	18					3	4	3	1			4,000	20,000	364			
R.C.....	0	6	0	54	0	35					0	7	0	4					365			
Friends.....	1	2	20	21	4	5	1	3	1	0	2	10						300	6,000	366		
Friends.....	0	1	0	7	0	21	0	0	0	0	0	0	0	0			100	5,000	367			
R.C.....	0	3	4	12	66	40	3	6			0	6						18,000	368			
R.C.....	0	25	0	125	0	55	0	25			0	14	0	6			8,000		369			
R.C.....	0	3	0	25	0	105	0	0	0	0	0	1							370			
Friends.....	3	1	48	46	0	0											3,000	10,000	371			
R.C.....	0	3	0	45	0	120					0	7	0	6					372			
Nonsect.....	6	4	79	75	0	0					6	6					6,000		373			
Friends.....	0	2	17	24	19	15	7	7			2	3	2	2			500	10,000	374			
M. E. So.....	5	6	80	88	10	15	3	5			5	1			4	39	250	20,000	375			
Bapt.....	1	2	7	12	136	127	3	7	4	5	1	1			4	0	250	9,000	376			
Presb.....	1	2	6	10	93	84	1	0									100	2,500	377			
Cum. Presb.....	1	1	31	34	50	41	10	5	3	0	1	2	1	2	4	0	25	5,000	378			
M. E. So.....	0	3	53	60	61	93					0	2							379			
Nonsect.....	0	3	15	20	60	60			4	6	1	2	1	2	2	0		3,000	380			
M. E. So.....	2	2	55	45	30	30					4	2					80	50,000	381			
R.C.....	0	8	20	25	86	113					2	1			4	0	900	12,000	382			
R.C.....	0	3	8	17	52	73					1	4			4	0	500	12,000	383			
R.C.....	0	5	2	73	1	0					0	3			5	0	1,000	30,000	384			
R.C.....	0	1	0	20	120	190					0	1			4	0			385			
Presb.....	2	5	67	77	0	0	6	2	6	10	9	9	5	4	4	0	500	1,000	386			
R.C.....	0	5	0	57	0	140	0	4	0	3	0	8	0	4	4		2,000		387			
R.C.....	0	6	0	105	0	197					0	11			4		4,000		388			
R.C.....	8	0	67	0	35	0					1	0			3	0	5,000	75,000	389			
Nonsect.....	5	7	170	61	114	89	3	2	5	3	5	2	3	1	4	0	1,500	10,000	390			
Cong.....	1	2	15	13	10	12	5	10	5	8	3	3	3	3	4	0	500	25,000	391			
Nonsect.....	0	4	6	18	2	0					0	1	0	1	4	0			392			
Dan. Luth.....	5	1	48	30	0	0											3,000	30,000	393			
R.C.....	0	6	0	47	0	113					0	7			4		1,000		394			
P. C.....	0	12	0	80	350	150	0	20			0	28			4	0	3,000	75,000	395			
M. E.....	4	8	75	75	0	0					6	8	6	5	4	60	2,000	50,000	396			
Nonsect.....	3	4	30	60	78	174					11	9	2	4	4		572	35,000	397			
Cong.....	1	4	30	10	0	4	4				2	4	0	4	4	0	500	16,273	398			
R.C.....	0	2	0	20	30	80					0	4			4		500	10,000	399			
Nonsect.....	3	4	92	81	27	15	2	3	30	27	26	31	8	6	4	0	275	600	400			
Nonsect.....	3	1	12	10	68	60					0	1	0	1	4	22	1,500	80,000	401			
Luth.....	3	1	24	44	40	28			15	4	6	8			4	0	600	25,000	402			
R.C.....	1	3	0	20	45	190					0	4			4		400	40,000	403			
Friends.....	1	2	15	21	7	5					2	3	1	2	3	0	500	3,500	404			
Nonsect.....	1	2	38	30	7	5					3	2	3	1	4		400	10,000	405			
Nonsect.....	5	1	12	18	88	92	5	4			7	13	2	3	3	30	200	8,000	406			
Ger. Ref.....	3	1	53	21	0	0	30	5	10	0	9	8	7	3	4	0	3,300	28,000	407			
Bapt.....	4	6	61	58	52	27					9	13	6	12	4	0	3,000	30,000	408			
Friends.....	1	1	8	12	26	21	1	2	1	1	2	1	1	1	3	0	150	2,000	409			
Bapt.....	2	3	13	15	35	100	11	10			1	0	1	0	4	0	500	30,000	410			
Luth.....	2	4	65	24			4	5	0	0	3	3	0	0	4	0	250	12,000	411			
Friends.....	2	2	27	28	0	0	14	20							3	0	200	6,000	412			
Nonsect.....	4	3	85	67	90	85	15	12			8	6	5	5	3		1,500	30,000	413			

TABLE 44.—Statistics of private high schools, endowed academies, seminaries, and

State and post-office.	Name.	Principal.
1	2	3
IOWA—continued.		
414 Waverly.....	Wartburg Teachers' Seminary and Academy.	Prof. Frederick Lutz
415 Waukon.....	St. Patrick's School	Presentation Sister
416 West Branch.....	Scattergood Seminary	Walter J. Edgerton
417 Wilton Junction.....	Wilton German-English College*.	J. F. Grove
KANSAS.		
418 Concordia.....	Nazareth Academy	Sister Louise
419 Eudora.....	Hesper Academy*.	A. J. Bales
420 Eureka.....	Southern Kansas Academy	J. W. Scroggs, D. D.
421 Haviland.....	Haviland Academy	T. Horner Coffin.....
422 Hiawatha.....	Hiawatha Academy	Wm. G. Schliemann, Ph. D.
423 Leavenworth.....	St. Mary's Academy*.	Mother Mary Regis.....
424 McPherson.....	McPherson College	C. E. Arnold
425 Newton.....	Bethel College	Cornelius H. Wedel.....
426 North Branch.....	North Branch Academy	Henry H. Townsend
427 Salina.....	St. Johns Military School.....	R. H. Mize
428 Wichita.....	Lewis Academy	J. M. Naylor, Ph. D.
KENTUCKY.		
429 Albany.....	Albany High School*	A. E. Barnes
430 Anchorage.....	Bellewood Seminary.....	W. G. Lord
431 Ashland.....	Ashland College	Robert Bright Walsh.....
432 Auburn.....	Auburn Seminary	Charles E. Bates
433 Bardstown.....	Bardstown Coeducational College.	H. J. Greenwell.....
434 Beattyville.....	Episcopal High School	Miss Minnie A. Hosner
435 Beaver Dam.....	West Kentucky Seminary	W. G. Welbern
436 Beechmont.....	Louisville Training School for Boys.	H. K. Taylor
437 Blandville.....	Blandville Baptist College*	J. N. Robinson
438 Booneville.....	Booneville Academy*	Rev. F. P. Dalrymple, A. M.
439 Bowling Green.....	Bowling Green School	Misses Du Bose and Ragland.
440 Buffalo.....	East Lynn College	G. L. Crume, A. B.
441 Campbellsburg.....	Campbellsburg High School	J. W. Pearcy
442 Campbellsville.....	Campbellsville High School	W. M. Jackson, B. A.
443 Campton.....	Kentucky Wesleyan Academy	F. D. Palmeter
444 Canmer.....	Lilian Academy*	S. M. Durham
445 Carrollton.....	St. John's Select School	Ignatius M. Ahmann
446 Clinton.....	Clinton College	John C. C. Dunford
447 do.....	Marvin College	H. W. Browder
448 Columbia.....	Male and Female High School*	A. H. Ballard
449 Corinth.....	Kentucky Northern Normal School	Bruce Franks
450 Covington.....	Academy of Notre Dame	Sister Mary Armella
451 do.....	Rugby School*	K. J. Morris
452 Covington (103 E. Twelfth street).	St. Joseph's High School for Boys.	Brother Francis Laehr
453 Cynthiana.....	Smith's Classical School	N. F. Smith
454 Danville.....	Reed's (Miss) School	Miss Josephine Reed
455 Elizabethtown.....	Hardin Collegiate Institute	J. E. Austin, jr.
456 do.....	St. James's School	Sister M. Gabriel
457 Elkton.....	Vanderbilt Training School	Joshua H. Harrison
458 Fountain Run.....	Fountain Run Training School	R. E. Seary
459 Franklin.....	Franklin Preparatory School (Luna School).	M. E. I. Luna
460 Glendale.....	Lynnland Male and Female Institute*.	W. B. Gwynn
461 Harlan.....	Harlan Academy*	W. C. Clemens
462 Harrodsburg.....	Harrodsburg Academy	J. C. Acheson
463 do.....	Wayman Institute*	Geo. W. Saffell, jr.

* Statistics of 1900-1901.

other private secondary schools for the scholastic year 1901-2—Continued.

Religious denomination.	Secondary instructors.		Students.														Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary pupils, including all below secondary grades.		Preparing for college.				Graduates in 1902.		College preparatory students in the class that graduated in 1902.								
	Classical course.						Scientific course.		Male.	Female.					Male.	Female.					
1	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22			
Ev. Luth ..	4	0	50	0	15	2	0	0	1	0	6	2	2	0	5	0	1,200	\$20,000	414		
R. C	0	2	9	23	55	70					0	6							415		
Friends	1	1	10	7	0	0	0	3	5	0	1	4	1	3	3	0	503	12,000	416		
Cong	6	2	25	35	59	15					7	6	2	4	3	28	1,200	15,165	417		
R. C	0	3	0	24	0	16					6	1			4	0	2,000	30,000	418		
Friends	0	2	18	12	0	0	4	1	4	4	3	1	2	1	4	0	600	5,000	419		
Cong	2	3	48	43	0	0	4	4			8	5	4	1	4	32	1,600	14,000	420		
Friends	1	1	12	11	41	51	5	6	0	0	3	0	3	0	3	0	500	3,500	421		
Bapt	4	1	36	52	4	9	3	5	2	5	1	5	1	2	0	0	2,100	30,000	422		
R. C	0	2	0	50	0	15	0	50	0	7	0	5		4	4		1,000		423		
Ger. Bapt	4	3	80	100	135	109					9	7	2	0		0	1,000	60,000	424		
Mennonite	4	0	30	12	57	17	2	0	8	0	5	3	3	1	3	0	1,450	60,238	425		
Epis	1	1	10	15	3	4					0	0	0	0	0	0	250	2,000	426		
Presb	6	3	72	0	0	0	15	0	12	0	6	0	5	0	4	72	600	85,000	427		
	4	3	30	35	79	117	6	8	12	16	10	16	3	5	4	0	500	76,550	428		
Bapt	2	0	45	35	40	30	3	0	1	0					4	0			429		
Nonsect	1	4	13	30	4	14	4	1			0	4	0	1	4	0	1,200	10,000	430		
M. E.	2	0	8	16	0	0	0	1	3	0					2	0	800	10,000	431		
Cum. Presb	2	1	36	31	39	33	2	2	5	4	1	2	1	2	4	0		10,000	432		
Miss. Bapt	3	3	14	18	36	40									4	0	200	10,000	433		
Epis	0	1	13	7	22	18					2	2			4	0		2,500	434		
Nonsect	1	1	24	34	63	79					2	2	2	2	4	0	197	1,500	435		
Nonsect	1	1	38	5	20	5	5	0	10	1	4	1	3	0	4	43	2,000	18,000	436		
Bapt	2	1	20	20	46	35	4	3	8	5					4			5,000	437		
Presb	1	1	16	12	14	17					0	0	0	0	4	0		2,500	438		
Nonsect	0	3	0	22	8	5	0	5	0	5	0	2	0	2	4	0		2,000	439		
Nonsect	2	1	41	42	34	33			15	18	3	1			3	0	150	3,000	440		
Nonsect	0	2	25	16	25	21					2	1			3	0	155	4,000	441		
Presb	0	1	20	20	50	52	5	4	1	0	1	3	1	2	5	0		4,000	442		
Meth	1	2	15	17	71	79					0	0	0	0	2	0		324	4,000	443	
Nonsect	0	1	0	14	5	42	0	0	0	0	0	0	0	0	3	0	100	3,500	444		
R. C.	1	3	22	18	10	22	2	3			5	8			2	0	200	6,000	445		
Bapt	4	3	37	34	24	35	8	9	7	5	5	6			4	0	4,500	50,000	446		
M. E. So.	3	3	25	28	48	37					1	0			4	0	1,200	15,000	447		
Nonsect	1	1	30	45	10	15									4	0		4,000	448		
Nonsect	1	2	45	55	30	25	4	2	6	3					2	0	100	6,000	449		
R. C.	0	2	0	30	80	120					0	1			4	0		4,000	450		
R. C.	1	2	19	15	9	5	1	0	8	2	7	0	7	0	4	28			451		
R. C.	1	0	31	0	292	0	3	0	2	0	5	0	3	0	3	0			452		
Nonsect	0	2	25	10	26	10	20	5							6	0	1,000	3,000	453		
Nonsect	0	2	1	10	24	30									4	0		10,000	454		
Nonsect	2	2	45	50	0	0	2	1			1	1	1	1	4	0	250	25,000	455		
R. C.	0	1	1	4	29	46	1	4									50	3,000	456		
Meth	2	0	30	11	0	0	30	11							4	0	1,400	80,000	457		
Nonsect	1	1	3	2	47	50									4	0			458		
Nonsect	2	0	40	0	41	0	6	0	2	0					4	0	250	7,000	459		
Bapt	2	3	24	26	18	25	1	0	4	3	1	4	1	4	5	0	1,000	15,000	460		
Presb	2	0	19	16	106	104									0	200		5,000	461		
Nonsect	2	0	21	11	38	32	3	0	8	4	4	1	3	1	4	0	300	4,000	462		
Meth	2	3	1	9	17	33					0	0	0	0	3	0	400	5,000	463		

TABLE 44.—Statistics of private high schools, endowed academies, seminaries, and

State and post-office.	Name.	Principal.	
1	2	3	
KENTUCKY—continued.			
464	Hartford	Hartford College and Business Institute.	T. J. Morton
465	Hazel Green	Hazel Green Academy	Wm. H. Cord
466	Hindman	Hindman School	George Clark
467	Hodgenville	Kenyon College	John C. Pirtle
468	Hopkinsville	Ferrell's High School	J. O. Ferrell
469	Hustonsville	Central Christian College	B. J. Pinkerton
470	Independence	Independence High School	C. V. Lucy
471	Jackson	The S. P. Lee's Collegiate Institute.	William Dinwiddie
472	Jett	Excelsior Collegiate Institute	Eudora-Lindsay South
473	Lagrange	Funk Seminary	John W. Seepie
474	Lebanon	St. Augustine's Academy	Sister M. Kevin
475	Level Green	Level Green Academy	J. N. Brown
476	Lexington	St. Catherine's Academy	Sister Mary Vincent
477	London	Laurel Baptist Seminary	Edgar L. Morgan
478	do	Sue Bennett Memorial School	J. C. Lewis
479	Louisville (210 West Ormsby avenue).	The Flexner School	Abraham Flexner
480	Louisville	Kentucky Home School for Girls*.	Miss Belle S. Peers
481	Louisville (corner Fourth and Breckinridge streets).	Presentation Academy	Sister Eutrophia
482	Louisville (Thirty-fifth street and Rudd avenue).	St. Benedict's Academy	Sister Evangelista
483	Louisville	St. Xavier's College	Brother Philip
484	Louisville (1225-1227 Fourth avenue).	Semple Collegiate School	Miss Anna J. Hamilton
485	Louisville	State University*	Rev. C. L. Purce, D. D
486	Louisville (1047 Second st.)	University School	William H. Tharp
487	Lyndon	Kentucky Military Institute	C. W. Fowler
488	Madison	Atkinson Literary and Industrial College.	S. E. Duncan
489	Mayfield	West Kentucky College	Milton Elliott
490	Maysville	Hayswood Female Seminary	Miss Fannie L. Hays
491	Mount Sterling	Goodwin's Male High School*	M. J. Goodwin
492	Mount Vernon	Mount Vernon Collegiate Institute.	Rev. A. E. Ewers
493	Nazareth	Nazareth Literary and Benevolent Institution.	Mother M. Cleophas Mills
494	Nerinx	Loretto Literary and Benevolent Institution.	Sister Rosini
495	Newport	Mount St. Martin's Academy	Mother Maria
496	North Middletown	Kentucky Classical and English Business College.*	Mrs. J. B. Skinner
497	Paducah	St. Mary's Academy*	Sister Agathina
498	Paris	Paris Academy	E. M. Costello
499	do	Tipton's (Miss) Select School	Miss M. S. Tipton
500	Pikeville	Pikeville Collegiate Institute*	Rev. James F. Record
501	Pineville	Theodore Harris Institute	J. T. C. Noe
502	Princeton	Princeton Collegiate Institute	Rice S. Eubank
503	Rhodella	St. Theresa's Academy	Sister Edgwin
504	Richmond	Madison Institute	J. W. McGarvey, jr.
505	do	Walter's Collegiate Institute	Col. G. M. Edgar
506	St. Joseph	Mount St. Joseph's Academy	Mother Augustine
507	St. Vincent	St. Vincent's Academy	Sister Mary David
508	Sharpsburg	Sharpsburg College	Mrs. Fannie B. Talbot
509	Shelbysville	Science Hill School	Mrs. Clara M. Poynter
510	Slaughtersville	Van Horn Institute	Otho Fowler
511	Stanford	Stanford Male Academy	S. M. Rankin
512	Sulphur	Fairmount College*	B. F. Turner
513	Taylorsville	Spencer Institute	G. C. Overstreet
514	Trappist	Getsemani College	Edmond M. Obrecht, O. C. R.

* Statistics of 1900-1901.

other private secondary schools for the scholastic year 1901-2—Continued.

Religious denomination.	Secondary instructors.		Students.																Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.		
			Secondary students.		Elementary pupils, including all below secondary grades.		Preparing for college.				Graduates in 1902.		College preparatory students in the class that graduated in 1902.											
							Classical course.		Scientific course.															
A	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	19	20	21	22		
Nonsect ...	2	1	66	33	58	71									9	5			4	0	300	\$12,000	464	
Christian ..	4	2	108	40	50	60	1	0	4	1	3	6	0	1	1	3	0	300	16,500	465				
Nonsect ...	1	0	9	5	162	80	11	7	13	10	8	0	0	0	5	2	0	80	2,900	466				
Nonsect ...	2	1	41	34	96	95	0	0	0	0	0	0	0	0	0	0	0	1,500	8,000	467				
Nonsect ...	1	0	20	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	50	10,000	468	
Christian ..	0	2	19	19	8	11	3	1	1	0	0	0	0	0	0	0	0	0	3	0	100	2,000	469	
Nonsect ...	1	1	10	9	15	11									1	2	1	1	4	0	0	50,000	471	
Nonsect ...	3	1	53	38	104	116									1	2	1	1	4	0	0	10,000	472	
Nonsect ...	2	3	10	16	7	11									0	1	0	1	4	0	0	10,000	473	
Christian ..	0	3	22	27	65	57									2	3	2	1	4	0	600	8,000	474	
Nonsect ...	0	6	20	28	73	80	16	28							0	0	0	0	4	0	100	100	475	
R. C.	1	1	5	5	30	35	5	0	5	0	0	0	0	0	0	0	0	0	4	0	150	3,500	476	
Christian ..	0	4	0	0	34	23	53								0	3	0	0	4	0	500	500	477	
R. C.	0	4	0	0	83	100	1	1							1	1	1	1	3	0	0	50	30,000	478
Bapt.	3	1	5	9	119	92	2	2	20	3	3	0	0	0	8	2	8	2	4	0	450	500	479	
M. E.	2	2	20	3	2	2									0	0	0	0	0	0	350	500	480	
Nonsect ...	4	1	23	3											0	0	0	0	0	0	0	0	481	
Epis.	0	5	0	20	0	61									0	6			4				482	
R. C.	0	2	0	30	40	110									0	4			4	0			483	
R. C.	0	3	0	12	0	58													4		600		484	
R. C.	6	0	135	0	181	0									9	0			4	0	1,900		485	
Nonsect ...	0	10	0	60	15	60	0	9							0	16	0	5	4		250	1,500	486	
Bapt.	5	2	50	20	74	37	40	10							17	3	17	3	4	0	800	40,000	487	
Nonsect ...	3	2	12	0	16	0	20	0							2	0	2	0	4	0	300	15,000	488	
Nonsect ...	6	0	60	0	0	1	0	8							3	0	3	0	4	60	200	25,000	489	
A. M. E. ...	2	2	10	16	15	22	4	2							0	0	0	0	3	0	120	3,000	490	
Christian ..	2	2	40	50	80	90	6	0	7	0	1	2							4	22	75	25,000	491	
Nonsect ...	2	7	0	30	7	20									0	0	2	0	4	0	200	10,000	492	
Nonsect ...	1	0	30	0	0	0	10	0	2	0	4	0	2	0	4	0	2	0	4	0	402	1,600	493	
Presb.	1	2	18	10	59	50	4	2	8	2	5	1	4	1					4	0	70	5,500	494	
R. C.	0	10	0	65	0	35	0	1							0	6			4	0	5,000		495	
R. C.	0	8	0	32	0	43									0	2	0	2	4		1,595		496	
R. C.	0	6	0	29	0	42									0	1			5		820		497	
Christian ..	0	2	10	10	30	20									1	0	0	0	4		300	8,000	498	
R. C.	0	3	4	12	76	117	4	12	2	8	0	2			0	2			4	0	300	1,700	499	
Nonsect ...	1	0	28	2	4	0	15	1	13	0					0				4	0	0	0	500	
Nonsect ...	0	1	0	6	0	0	0	6											4	0	0	0	501	
Presb.	2	1	10	10	75	50	6	2	2	0									3	0	400	15,000	502	
Bapt.	0	0	15	23	48	62	1	1	2	3									4	0	100	10,000	503	
Presb.	4	3	9	18	42	59	4	9							0	2			4	0	1,467	65,000	504	
R. C.	0	4	24	21	3	0	0	0	0	0	0	0	0	0	0	0	0	0	4	0	0	3,000	505	
Christian ..	1	7	1	43	19	54	2	13	0	2	0	2	0	3	0	0	0	2	6	0	300	20,000	506	
Presb.	2	0	25	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	0	1,000	100,000	507	
R. C.	0	4	0	25	0	35	0	14	0	0	0	0	0	0	0	0	0	0	4	0	2,500	40,000	508	
R. C.	0	5	0	30	0	70									0	2			4	0	800		509	
Nonsect ...	0	2	12	19	129	127	2	2	1	1	3	3			0	0	11	0	7	4	0	150	900	510
Nonsect ...	0	11	0	115	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	0	2,500		511	
Nonsect ...	0	1	0	15	30	10	0	2	0	2	0	2	0	0	4	0	0	0	4	0	75		512	
Nonsect ...	2	0	16	0	0	0	9	0	2	0	2	0	0	0	1	1	1	1	4	0	0	2,000	513	
Nonsect ...	2	2	33	48	47	4	2	1							0	4			4	0	120	6,000	514	
Nonsect ...	1	1	8	8	8	12									0	0	0	0	4	0	0	7,500	515	
R. C.	4	0	29	0	40	0									5	0			4	0	15,000		516	

TABLE 44.—*Statistics of private high schools, endowed academies, seminaries, and*

State and post-office.	Name.	Principal.
1	2	3
KENTUCKY—continued.		
515 Vanceburg	Riverside Seminary	Lawrence Rolfe
516 Versailles	Ashland Seminary	Frederick B. Ayer
517 ..do	Vaught's Training School	E. G. Stout and W. O. Vaught
LOUISIANA.		
518 Baldwin	Gilbert Academy*	Rev. Pierre Landry
519 Covington	Dixon Academy	William A. Dixon
520 Crowley	Crowley University School	J. H. Lewis, L. I., A. B
521 Donaldsonville	St. Vincent's Institute	Sister M. Clotilda
522 Franklinton	Franklinton Central Institute*	A. A. Moonney
523 Grand Coteau	Convent of the Sacred Heart	Madam E. Deighton
524 Harrisonburg	Harrisonburg High School*	A. W. Meadows and M. D. Wren
525 Jackson	Feliciana Female Collegiate Institute	Rev. D. O. Byers
526 ..do	Millwood Female Institute*	Miss A. M. C. Pearce
527 Lake Charles	Acadia College	J. F. Barrett
528 Marksville	Marksville High School*	V. L. Roy
529 Monroe	St. Hyacinth's Academy*	Sister St. Ignatius
530 New Iberia	Fasnacht's Graded School	Miss Marie Louise Fasnacht
531 New Orleans (4521 St. Charles avenue)	Academy of the Sacred Heart	Madame Desbarats
532 New Orleans (1727 Carondelet street)	Dyker's Institute School for Young Ladies	Miss Harriet V. Dykers
533 New Orleans	Holy Cross College	Rev. D. J. Spillard, C. S. C
534 New Orleans (1440 Camp street)	Home Institute	Miss Sophia B. Wright
535 New Orleans	Picard Institute*	Mrs. A. Picard
536 ..do	St. Aloysius College	Brother Celestine
537 ..do	St. Simeon's School*	Sister Adelaide
538 ..do	Southern Academic Institute*	Mrs. Kate C. Seamen
539 New Orleans (1923 Coliseum street)	University School	T. W. Dyer
540 New Orleans	Ursuline Convent	Mother St. Stanislaus
541 New Roads	Poydras Academy	T. J. Vaughan
542 Opelousas	Academy of the Immaculate Conception	Sister Veronica
543 ..do	Opelousas Institute	Mrs. M. M. Hayes
544 Spearsville	Everett Institute	J. L. Glenn
545 Thibodeaux	Mount Carmel Academy*	
MAINE.		
546 Athens	Somerset Academy*	L. C. Williams
547 Bangor	Classical and English School	Miss Helen L. Newman
548 Bethel	Gould's Academy	Frank E. Hanscom, A. M
549 Bluehill	Bluehill-George Stevens Academy	Walter H. Russell
550 Bucksport	East Maine Conference Seminary	Rev. S. A. Bender, B. D
551 Charleston	Higgins Classical Institute	H. Warren Foss
552 Cumberland Center	Greely Institute	Henry Herbert Randall
553 Dresden Mills	Bridge Academy	Leslie A. Bailey, A. M.
554 East Machias	Washington Academy	A. Sherman Harriman
555 Foxcroft	Foxcroft Academy	Lyman Kingman Lee, A. B
556 Fryeburg	Fryeburg Academy	Charles Glidden Willard
557 Gray	Pennell Institute	C. W. Pierce
558 Hampden	Hampden Academy*	M. L. Ford
559 Hebron	Hebron Academy	Wm. E. Sargent
560 Houlton	Ricker Classical Institute	Justin O. Wellman
561 Limington	Limington Academy	B. M. Clough, A. B
562 Newcastle	Lincoln Academy	G. H. Larrabee
563 New Gloucester	Stevens's School	M. B. and S. P. Stevens
564 North Anson	Anson Academy	Freeman H. Sanborn

* Statistics of 1900-1901.

TABLE 44.—Statistics of private high schools, endowed academies, seminaries, and

State and post-office.	Name.	Principal.	
1	2	3	
MAINE—continued.			
565 566 567 568 569 570 571 572 573 574 575 576 577	North Bridgton..... North Parsonfield..... Pittsfield..... Portland..... Portland (Woodfords)..... Saco..... Sebago..... South Berwick..... South China..... Vassalboro..... Waterville..... Wilton..... Yarmouth.....	Bridgton Academy..... Parsonfield Seminary..... Maine Central Institute..... St. Elizabeth's High School..... St. Joseph's Academy..... Thornton Academy..... Potter Academy..... Berwick Academy..... Erskine Academy..... Oak Grove Seminary..... Coburn Classical Institute..... Wilton Academy..... North Yarmouth Academy*.....	C. C. Spratt..... F. W. Ernst..... F. U. Landman..... Mother M. Euphrasia..... Sister Mary Adelaide..... Edwin Prescott Sampson..... Albert C. Eames..... F. Stanley Stebbins..... W. J. Thompson..... Arthur M. Charles..... Franklin W. Johnson, A. M..... Drew T. Harthorn..... Rev. B. P. Snow, A. M.....
MARYLAND.			
578 579 580 581 582 583 584 585 586 587 588 589 590 591 592 593 594 595 596 597 598 599 600 601 602 603 604 605 606 607 608 609	Baltimore (604 Park avenue)..... Baltimore (Bolton Park, Mount Royal Station)..... Baltimore (Cathedral and Preston streets)..... Baltimore (Cathedral and Mulberry streets)..... Baltimore (917 North Charles street)..... Baltimore (Charles street extended)..... Baltimore (851 North Howard street)..... Baltimore (Walbrook)..... Baltimore (Park avenue and Laurens street)..... Baltimore..... Baltimore (851-853 Hollins and Parkins streets)..... Baltimore (310 West Hoffman)..... Baltimore (Station D)..... Baltimore..... Baltimore (915 North Charles street)..... Baltimore (909 Cathedral street)..... Brooksville..... Brunswick..... Catonville..... Charlotte Hall..... do..... Colorado..... Darnestown..... Ellicott City..... Emmitsburg..... Forest Glen..... Frederick..... do..... Gaithersburg..... Hyattsville..... La Plata.....	Academy of the Visitation..... The Boys' Latin School..... Bryn Mawr School..... Calvert Hall College..... The Cary School..... The Country School (boys)..... Deichmann's College Preparatory School..... Epiphany Apostolic College..... Friends' School..... The Girls' Latin School..... Knapp's Institute (F.)..... Milton Academy..... Mount St. Joseph's College..... The Randolph-Harrison School..... St. Frances Academy*..... The Southern Home School..... Wilford Home School..... Brookville Academy..... Brunswick Seminary..... Mount De Sales Academy*..... Charlotte Hall School..... Gay Hill Female School..... West Nottingham Academy..... Andrew Small Academy..... "Dundee"—School for Girls..... St. Joseph's Academy..... National Park Seminary..... Frederick College..... St. John's Literary Institution..... Fair View Seminary..... Melrose Institute..... Maryland Normal and Preparatory School.....	Sisters of the Visitation..... James A. Dunham..... Edith Hamilton, M. A..... Brother Denis..... Mrs. and Miss Cary..... Roland J. Mulford..... E. Deichmann, Ph. D..... Rev. L. J. Welbers..... John W. Gregg..... Harlan Updegraff..... Wm. A. Knapp..... W. Joseph Heaps..... Brother Joseph..... Mrs. Jane R. H. Randall..... Mother Magdalen..... Miss Duff and Miss Pendleton..... Mrs. Walter R. Bullock..... Clinton M. Moore..... J. J. Shenk..... Sister Ignatia Aiken..... George M. Thomas, A. M..... Edwin T. Briscoe..... John G. Conner, A. M..... W. F. McIlwee..... Mrs. E. E. Baird Chenoweth..... Sisters of Charity..... John A. I. Cassidy..... E. E. Cates..... Rev. J. F. X. Coleman, S. J..... Grace Herr Frantz..... Miss Eleanor Lewin..... H. H. Lintner.....

*Statistics of 1900-1901.

other private secondary schools for the scholastic year 1901-2—Continued.

Religious denomination.	Secondary instructors.		Students.																Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
			Secondary students.		Elementary pupils, including all below secondary grades.		Preparing for college.				Graduates in 1902.		College preparatory students in the class that graduated in 1902.									
							Classical course.		Scientific course.													
							Male.	Female.	Male.	Female.					Male.	Female.	Male.	Female.				
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22				
Nonsect ...	2	0	50	40	0	0	8	8	12	0	10	10	9	6	4	0	1,830	\$12,000	565			
Nonsect ...	1	3	36	24	0	0	...	...	...	...	6	9	4	9	4	0	...	25,118	566
Free Bapt. ...	2	8	56	59	4	6	20	18	8	4	4	5	2	0	4	0	500	5,000	567			
R. C. ...	0	5	0	67	0	0	0	0	0	0	0	11	...	...	4	0	...	...	568
R. C. ...	0	4	0	20	0	22	0	0	0	0	0	5	...	...	4	0	...	...	569
Nonsect ...	3	6	70	81	0	0	24	20	7	0	16	17	4	7	4	0	3,070	36,000	570			
Nonsect ...	1	2	18	22	0	0	2	1	1	0	1	3	1	3	4	0	340	12,000	571			
Nonsect ...	2	3	40	45	4	13	4	3	...	...	5	11	3	2	4	0	150	70,000	572	
Nonsect ...	1	2	30	25	0	0	...	...	...	...	...	...	...	...	4	0	300	3,500	573
Friends ...	3	4	34	41	6	9	4	6	5	8	...	...	...	...	4	0	200	40,000	574
Bapt. ...	5	7	83	73	0	0	36	24	17	0	...	...	...	...	4	0	3,517	75,000	575
Nonsect ...	1	4	45	28	0	0	14	6	6	0	6	3	4	1	4	0	800	15,650	576			
Nonsect ...	1	4	18	26	5	2	4	5	0	2	1	4	1	2	4	0	2,000	17,200	577			
R. C. ...	0	7	0	35	0	90	...	...	...	...	0	5	...	...	4	0	...	...	578
Nonsect. ...	8	1	96	0	31	0	20	0	16	0	23	0	20	0	4	0	...	40,000	579			
Nonsect ...	0	14	0	128	0	110	0	22	...	...	0	4	0	4	4	0	1,300	...	580	
R. C. ...	7	0	79	0	108	0	...	...	...	...	10	0	...	...	...	...	5,103	175,000	581
Nonsect ...	0	8	0	62	0	8	...	...	...	...	0	3	...	...	4	0	...	...	582
Nonsect ...	9	0	57	0	19	0	30	0	...	...	1	0	1	0	6	0	...	...	583
Nonsect ...	7	0	60	0	20	0	30	0	25	0	20	0	15	0	4	0	...	15,000	584			
R. C. ...	5	0	40	0	0	0	40	0	...	...	6	0	...	...	5	0	1,000	120,000	585
Friends ...	3	3	28	29	78	93	2	4	16	2	1	1	1	0	4	0	3,000	45,000	586			
M. E. ...	0	11	0	186	0	0	...	...	...	...	0	42	0	31	4	0	1,092	175,000	587
Nonsect ...	3	3	40	35	72	43	5	2	...	...	6	2	...	...	...	0	2,950	55,000	588
Nonsect ...	4	1	15	0	20	0	2	0	5	0	2	0	2	0	4	0	500	5,000	589			
R. C. ...	5	0	37	0	98	0	25	0	10	0	6	0	3	0	4	0	7,000	190,300	590			
Nonsect ...	0	6	0	47	6	34	0	28	0	0	0	1	0	1	4	0	1,200	...	591			
R. C. ...	0	3	0	35	0	35	...	...	...	...	...	...	...	...	4	0	...	...	592
Nonsect ...	1	6	0	13	0	0	...	...	...	...	...	...	...	...	4	0	2,000	...	593
Nonsect ...	0	5	0	29	8	7	...	...	...	...	0	3	0	3	5	0	600	...	59
Nonsect ...	1	1	18	13	0	0	3	0	5	2	3	1	2	0	4	0	200	9,000	595			
Nonsect ...	1	2	15	11	58	49	...	...	...	...	0	0	...	...	3	0	300	5,000	596
R. C. ...	0	10	0	50	0	35	...	...	...	...	0	2	...	...	4	0	4,000	...	597
Nonsect ...	4	0	62	0	16	0	3	0	1	0	3	0	3	0	3	62	1,300	20,000	598			
Nonsect ...	1	2	0	10	1	3	0	4	0	2	...	...	...	...	2	0	...	...	599
Nonsect ...	2	0	24	15	1	0	5	1	6	2	1	0	1	0	4	0	300	10,000	600			
Presb. ...	1	2	10	11	15	20	...	...	...	...	...	...	...	...	4	0	100	35,000	601
Presb. ...	0	1	1	3	2	7	...	...	...	...	...	...	...	...	...	0	500	10,000	602
R. C. ...	0	5	0	37	0	43	0	1	...	...	0	2	...	...	4	0	...	...	603
Nonsect ...	2	10	0	100	0	100	0	4	...	...	0	12	...	...	5	0	1,000	100,000	604
Nonsect ...	3	3	32	0	5	3	12	0	4	0	4	0	2	0	5	32	6,000	15,000	605			
R. C. ...	2	0	18	0	40	0	3	0	2	0	2	0	...	...	3	18	8,000	40,000	606	
Nonsect ...	0	6	0	26	0	4	0	10	...	...	0	2	...	...	4	0	1,000	2,000	607
Nonsect ...	0	2	0	18	0	26	...	...	...	...	0	7	...	...	4	0	...	22,000	608
Nonsect ...	0	1	23	7	13	4	1	1	...	...	...	...	...	...	4	0	50	2,500	609

TABLE 44.—Statistics of private high schools, endowed academies, seminaries, and

	State and post-office.	Name.	Principal.
	1	2	3
	MARYLAND—continued.		
610	Leonardtown	St. Mary's Academy.....	Sisters of Charity.....
611	McDonogh	McDonogh Institute.....	S. T. Moreland.....
612	Millersville.....	Anne Arundel County Academy.....	C. E. Burchend.....
613	Mount Washington.....	Mount St. Agnes' College.....	Sister Mary Paul.....
614	.....do.....	Mount Washington Seminary for Boys.*	Sister Mary Bonaventure.....
615	Port Deposit.....	The Jacob Tome Institute.....	Abram W. Harris, LL. D.....
616	Reisterstown.....	The Hannah More Academy.....	Rev. Joseph Fletcher.....
617	Rising Sun.....	Friends' Normal Institute*.....	Miss Mary T. Barton.....
618	Rockville.....	Rockville Academy.....	W. Pinckney Mason.....
619	St. James School.....	St. James School*.....	J. Henry Harrison.....
620	St. Marys City.....	St. Mary's Female Seminary*.....	Mrs. L. V. Maddox.....
621	Sandy Springs.....	Sherwood Friends' School*.....	Elizabeth P. M. Thom.....
622	Sykesville.....	Warfield College School.....	C. W. Stryker and Geo. W. West.....
623	Taneytown.....	Milton Academy.....	Henry Meier.....
	MASSACHUSETTS.		
624	Andover.....	Abbot Academy.....	Miss Emily A. Means.....
625	.....do.....	Phillips Academy.....	C. F. P. Bancroft; W. B. Graves, acting principal.....
626	.....do.....	Punchard Free School.....	Frank O. Baldwin.....
627	Arlington (24 Medford street).....	St. Malachy School.....	Sister Ludwina.....
628	Ashburnham.....	Cushing Academy*.....	Henry S. Cowell, A. M.....
629	Billerica.....	Howe School.....	Earl C. Davis.....
630	.....do.....	Mitchell's Boys School.....	M. C. Mitchell.....
631	Boston (Back Bay) (204 Berkeley street).....	Academy of Notre Dame.....	Sister Mary Johanna.....
632	Boston (1022 Boylston street).....	Ballow and Hobigand Preparatory School.....	H. M. Ballow and J. A. Hobi-gand.....
633	Boston (115 Beacon street).....	Bellows' Private School for Girls.....	John Adams Bellows.....
634	Boston (253 Commonwealth avenue).....	Chamberlayne's (Miss) School for Girls.....	Miss Catharine J. Chamber-layne.....
635	Boston (Back Bay) (458 Boylston street).....	Chauncey Hall School.....	Messrs. Taylor, Hagar, and Kurt.....
636	Boston (109 Beacon street).....	Classical School.....	George W. C. Noble and James J. Greenough.....
637	Boston (324 Commonwealth avenue).....	The Commonwealth Avenue School.....	Miss Fanny C. Guild.....
638	Boston (91 Newbury street).....	Curtis (Miss) and Peabody's (Miss) Private School.....	Elizabeth Curtis and L. G. Peabody.....
639	Boston (25 Chestnut street).....	The DeLafield-Colvin School.....	Mrs. Mary N. Colvin.....
640	Boston (30 Huntington ave-nue).....	The De Meritte School.....	Edwin D. Meritte.....
641	Boston (618 Massachusetts avenue).....	Female Academy of the Sacred Heart.....	Mme. F. Malloy.....
642	Boston (19 Chestnut street).....	Folsom's (Miss) School for Girls.....	Miss Ella M. Folsom.....
643	Boston (Trinity court).....	Frye Private School.....	La Roy F. Griffin.....
644	Boston (401 Beacon street).....	Home and Day School for Girls.....	Frances V. Emerson.....
645	Boston (29 Chestnut street).....	Hopkinson School.....	John P. Hopkinson.....
646	Boston (252 Marlboro street).....	Weeks (Miss) and Lougee's (Miss) School for Girls.....	Miss Emily Weeks and Miss Susan C. Lougee.....
647	Boston (95 Beacon street).....	Winsor's (Miss) School.....	Miss Mary Pickard Winsor.....
648	Bradford.....	Bradford Academy.....	Miss Laura A. Knott.....
649	Brighton.....	Mount St. Joseph Academy.....	Sister Superior.....
650	Brimfield.....	Hitchcock Free Academy.....	Wellington Hodgins, A. M.....
651	Cambridge.....	Browne and Nichols School (boys).....	George H. Browne, Edgar H. Nichols.....
652	.....do.....	The Gilman School for Girls.....	Arthur Gilman.....

* Statistics of 1900-1901.

other private secondary schools for the scholastic year 1901-2—Continued.

Religious denomination.	Secondary instructors.		Students.																Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary pupils, including all below secondary grades.		Preparing for college.				Graduates in 1902.		College preparatory students in the class that graduated in 1902.										
							Classical course.		Scientific course.														
1	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	19	20	21	22			
R. C	0	4	7	40	8	20					0		0	0	1	0	5	0	500	\$6,000	610		
Nonsect	6	0	40	0	110	0	2	0			9	0	2	0	3	0	3	40	4,000	387,000	611		
Nonsect	4	2	16	18	0	0	1	1	6	6	1	5	1	1	3	0		0	25	15,000	612		
R. C	0	4	0	25	0	65	0	12			0	1	0	1	0	1	4	0	1,500		613		
R. C	2	0	10	0	26	0															614		
Nonsect	16	9	94	85	186	185	3	0	3	1	14	10					4	0	7,000	800,000	615		
P. E.	0	7	0	60	0	34						5						0	500	75,000	616		
Friends	0	1	10	8	4	0	1	0				0	0					0	86		617		
Nonsect	2	0	29	15	0	0						2							350		618		
Epis	3	0	17	0	0	0															619		
Nonsect	0	6	0	37	2	13						8								75,000	620		
Friends	0	4	10	10	20	26													0	500	621		
Epis	3	0	19	0	0	0	4	0	4	0	2	0	1	0	0	4	0	0	400	8,000	622		
Nonsect	6	1	25	19	6	8	8	5	6	3	8	9	6	5	4	0	0	0	900	3,500	623		
Nonsect	1	12	0	90	0	0	0	17			0	12	0	3				4	4,800	165,850	624		
Cong	21	0	403	0	0	0	204	0	199	0	109	0	109	0	4	0	0	3	3,300	200,000	625		
Nonsect	1	3	48	77	0	0	1	8	7	0	5	13	4	1	4	0	0	0	500	27,000	626		
R. C	0	1	0	15	0	134															627		
Nonsect	7	9	97	95	0	0	20	25	14	6	17	20	6	9	4	0	0	0	1,800	172,432	628		
Nonsect	2	0	24	36	0	0	3	8	3	0	2	5	0	0	4				100	8,600	629		
Nonsect	5	0	20	0	20	0	6	0	2	0	7	0	7	0	20				500	80,000	630		
R. C	0	5	0	60	0	90	0	1	0	1	0	9	0	1	4				6,000	200,000	631		
Nonsect	5	0	51	17	0	0	4	0	7	5	25	5	24	5	4	0	0	0	100	300	632		
Nonsect	1	6	0	22	0	0	0	1	0	0								0	1,000		633		
Nonsect	0	13	0	33	0	2	0	3											3,000		634		
Nonsect	3	6	35	19	14	4	2	6	20	0	0	5	1	1	4	0	0	0	600	1,000	635		
Nonsect	6	0	102	0	107	0	88	0	14	0	20	0	20	0	4	0	0	0	200	125,000	636		
Nonsect	0	8	0	29	0	0				0	3	0	4	0	1						637		
Nonsect	0	8	0	30	0	20	0	12	0	0	0	10	0	10							638		
Epis	0	9	0	28	0	2	0	1			0	6	0	0	4				500	5,000	639		
Nonsect	3	2	28	0	5	0	11	0	14	0	3	0	2	0	4	0	0	0	200		640		
R. C	0	5	0	26	0	34													1,805	70,000	641		
Nonsect	0	10	0	60	0	0	0	11	0	0	0	15	0	2	4	0	0	0	700		642		
Nonsect	3	1	33	2	1	0	1	0	3	0	3	0	1	0	4	0	0	0	300	2,500	643		
Nonsect	0	8	0	33	0	0	0	5													644		
Nonsect	7	0	45	0	25	0	9	0	14	0	23	0	23	0	5	0	0	0	2,000	70,000	645		
Nonsect	0	8	0	33	0	15	0	0	0	0					4	0	0	0	1,500		646		
Nonsect	0	14	0	97	0	12	0	7	0	0	0	17	0	2	5	0	0	0		26,595	647		
Nonsect	2	11	0	75	0	0				0	5	0	17	0	0	0	0	0	5,000	300,000	648		
R. C	0	8	0	31	0	51						2	0	0	4				1,600	132,075	649		
Nonsect	2	2	20	31	0	0	7	8	4	6	4	7	1	2	4	0	0	0	2,000	8,000	650		
Nonsect	7	0	59	0	24	0	38	0	13	0	16	0	16	0	5	0	0	0	200	40,000	651		
Nonsect	0	13	0	58	0	17	0	10	0	11					5	0	0	0			652		

TABLE 44.—Statistics of private high schools, endowed academies, seminaries, and

State and post-office.	Name.	Principal.
1	2	3
MASSACHUSETTS—continued.		
653 Cambridge	The Lee School	Miss Mary Louisa Kelly
654 do	Private School for Boys and Girls.	Miss Sarah W. Ames
655 do	Sherman Hall	Thomas Hooper Eckfeldt
656 Concord	Concord School	Frederick Winsor
657 do	Middlesex School	Miss Flora J. White
658 do	White's (Miss) Home School	Robert Pelton Sibley
659 Deerfield	Deerfield Academy and Dickinson High School.*	Alfred G. Collins
660 Dudley	Nichols Academy	F. B. Knapp
661 Duxbury	Powder Point School	H. R. O'Donnell
662 East Boston	Star of the Sea School	Joseph H. Sawyer
663 Easthampton	Williston Seminary	Miss Evelyn S. Hall
664 East Northfield	Northfield Seminary	Miss M. F. Weld
665 Everett	Home School for Girls	Sister Mary Aidan
666 Fall River	Academy La Ste. Union des Sacrés Cœurs.	Arthur W. Peirce
667 Franklin	Dean Academy	Caroline R. Clark
668 Greenfield	Prospect Hill School	Rev. Endicott Peabody
669 Groton	Groton School	George H. Driver
670 Hadley	Hopkins Academy	Wm. K. Nash, M. A.
671 do	The Mount Pleasant Institute	Miss Lilla Frost
672 Harvard	Bromfield School	Howard Williams Dickinson
673 Hatfield	Smith Academy*	Sister M. de Chantal
674 Haverhill	St. James School	Sarah G. Robinson
675 Hingham	Derby Academy*	James T. O'Reilly
676 Lawrence	St. Mary's School	William E. Cate
677 Leicester	Leicester Academy	Eliza P. Underhill, M. A.
678 Lowell	The Rogers Hall School for Girls*	Nathan Chipman Hamblin
679 Marion	Tabor Academy	Mrs. Annie Brackett Russell
680 Merrimac	Whittier Home School for Girls.	Harrison O. Apthorp
681 Milton	Milton Academy	James Francis Butterworth
682 Monson	Monson Academy	Henry F. Cutler
683 Mount Hermon	Mount Hermon School (boys)	Charlotte H. Conant, B. A., Florence Bigelow, M. A.
684 Natick	Walnut Hill School for Girls	Grace B. Dodge
685 New Bedford	Friends' Academy	Charles E. E. Mosher
686 do	Mosher's Home Preparatory School.	Ella G. Ives
687 New Dorchester (23 Allston street).	Shawmut School for Girls.	Edward H. Cutler
688 Newton (429 Center street).	Cutler's Preparatory School	Mabel T. Hall
689 Newton (60 Elmwood street).	Newton Private School for Girls.	Miss B. T. Capen
690 Northampton	The Mary A. Burnham School for Girls.*	Rev. Samuel V. Cole, D. D.
691 Norton	Wheaton Seminary	Arthur J. Clough, A. M.
692 Pittsfield	The Berkshire School	Miss Mira H. Hall
693 do	Hall's (Miss) School	Frederic W. Plummer
694 Quincy	Woodward Institute for Girls.	Sister Julia
695 Roxbury	Notre Dame Academy	Wm. C. Collar
696 do	Roxbury Latin School	Miss A. C. Draper
697 Salem	Draper's (Miss) Private School	Frank L. Walker
698 do	Walker's Preparatory School	Ernest Roy Greene
699 Sherborn	Sawin Academy and Dowse High School.	Wm. Greenough Thayer, D. D.
700 Southboro	St. Mark's School	Sister Albertina
701 South Boston	St. Augustine School	Wm. Gallagher, Ph. D.
702 South Braintree	Thayer Academy	Perley Leonard Horne
703 South Byfield	Dummer Academy	Frederick Griggs
704 South Lancaster	South Lancaster Academy	Miss Minnie H. Bridgeman
705 South Worthington	The Conwell Academy*	Miss Charlotte W. Porter
706 Springfield	"The Elms" Home Day, and Music School for Girls.	

* Statistics of 1900-1901.

other private secondary schools for the scholastic year 1901-2—Continued.

Religious denomination.	Secondary instructors.		Students.																Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
			Secondary students.		Elementary pupils, including all below secondary grades.		Preparing for college.				Graduates in 1902.		College preparatory students in the class that graduated in 1902.									
	Classical course.						Scientific course.		Male.	Female.					Male.	Female.	Male.	Female.					Male.	Female.
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22				
Epis.....	0	6	0	16	0	3	0	3	0	0	0	6	0	3	.....	.....	750	\$25,000	653	
Nonsect.....	0	2	0	10	0	0	0	2	.....	.....	.....	.....	.....	.....	4	.....	.....	.....	654
Epis.....	3	0	13	0	4	0	13	0	.....	.....	1	0	1	0	5	.....	1,000	40,000	655
Nonsect.....	4	0	18	0	2	0	14	0	4	0	.....	.....	.....	.....	5	.....	1,000	130,000	656
Nonsect.....	0	5	6	12	0	0	.....	.....	.....	.....	.....	.....	.....	.....	4	.....	.....	.....	657
Nonsect.....	0	1	9	12	5	3	0	0	0	0	2	0	0	0	4	.....	45	16,000	658		
Nonsect.....	2	1	32	30	0	0	6	3	12	5	2	5	1	2	4	.....	3,200	100,000	660		
Nonsect.....	5	0	20	0	18	0	6	0	8	0	6	0	5	0	4	.....	.....	.....	661
R. C.....	0	11	20	26	21	231	1	0	.....	.....	5	18	.....	.....	2	.....	.....	.....	662
Cong.....	11	0	102	0	72	0	52	1	38	0	35	1	25	1	4	.....	3,500	150,000	663		
Nonsect.....	2	23	0	249	0	196	0	34	0	34	0	18	0	4	4	.....	6,070	375,000	664		
Nonsect.....	0	5	0	25	2	5	0	6	.....	.....	0	8	0	3	4	.....	500	20,000	665
R. C.....	0	3	0	24	16	40	.....	.....	.....	.....	.....	.....	.....	.....	4	.....	230	.....	666
Univ.....	6	7	80	67	3	2	24	20	17	0	18	16	8	10	4	0	2,000	150,000	667			
Unitarian.....	2	6	0	22	0	2	0	4	.....	.....	0	5	0	4	4	.....	.....	.....	668
P. E.....	17	0	158	0	0	0	156	0	2	0	18	0	18	0	6	0	4,000	750,000	669			
Nonsect.....	1	1	10	15	0	0	.....	.....	.....	.....	1	4	1	4	4	.....	600	.....	670
Nonsect.....	1	0	4	0	9	0	0	0	4	0	.....	.....	.....	.....	4	.....	500	10,000	671
Nonsect.....	0	4	8	15	0	0	0	1	1	0	1	4	0	1	4	0	2,000	30,000	672			
Nonsect.....	1	2	29	25	0	0	5	4	0	6	5	5	1	4	4	0	600	24,742	673			
R. C.....	1	5	20	25	413	453	6	0	2	0	6	9	3	1	3	0	1,100	150,000	674			
Nonsect.....	0	1	3	9	7	15	.....	.....	.....	.....	.....	.....	.....	.....	4	.....	.....	.....	675
R. C.....	0	2	0	32	658	599	.....	.....	.....	.....	0	8	.....	.....	4	.....	2,000	250,000	676
Nonsect.....	1	2	33	36	0	0	0	3	.....	.....	2	4	0	1	4	0	200	15,000	677	
Nonsect.....	3	13	0	40	0	6	0	15	.....	.....	0	3	0	1	5	40	775	40,000	678	
Nonsect.....	3	3	29	29	0	0	0	5	13	2	12	7	9	3	6	0	1,521	25,000	679		
Nonsect.....	0	4	0	14	0	12	0	14	.....	.....	0	2	0	1	4	.....	500	15,000	680
Nonsect.....	12	4	84	0	11	25	.....	.....	.....	.....	8	1	8	0	6	0	1,500	350,000	681
Nonsect.....	3	5	48	63	0	0	22	6	.....	.....	9	7	2	2	4	0	2,300	16,000	682	
Nonsect.....	13	11	271	0	153	0	.....	.....	.....	.....	25	0	21	0	4	0	6,503	445,553	683
Nonsect.....	2	14	0	59	0	0	0	32	.....	.....	0	5	0	5	4	0	1,400	40,000	684	
Nonsect.....	2	5	2	24	8	13	2	4	0	0	0	6	0	2	4	0	.....	.....	685	
Nonsect.....	2	4	21	12	12	2	3	1	10	2	4	2	4	2	4	0	.....	.....	686	
Cong.....	0	5	0	14	0	4	.....	.....	.....	.....	.....	.....	.....	.....	4	0	.....	.....	687
Nonsect.....	1	2	7	4	5	1	4	4	3	0	.....	.....	.....	.....	.....	0	.....	.....	688
Nonsect.....	0	3	9	4	0	6	.....	.....	.....	.....	.....	.....	.....	.....	4	0	.....	.....	689
Nonsect.....	0	12	0	93	0	57	.....	.....	.....	.....	.....	.....	.....	.....	4	.....	5,000	.....	690
Nonsect.....	1	13	0	119	0	0	0	5	0	17	0	10	.....	.....	4	0	6,050	96,000	691	
Nonsect.....	1	3	6	4	8	1	.....	.....	4	3	1	0	1	0	4	0	700	15,000	692	
Nonsect.....	1	5	0	40	20	40	0	1	0	29	.....	.....	.....	.....	.....	0	250	.....	693
Nonsect.....	2	8	0	109	0	13	0	10	0	0	0	14	0	5	5	0	550	50,000	694			
R. C.....	0	4	0	60	0	45	0	8	.....	.....	0	10	0	3	4	0	5,675	184,900	695	
Nonsect.....	8	0	13	0	64	0	110	0	3	0	19	0	19	0	6	0	3,000	.....	696		
Nonsect.....	0	2	0	4	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	0	.....	.....	697
Nonsect.....	2	1	22	8	2	0	10	7	12	0	.....	.....	.....	.....	4	0	200	.....	698
Nonsect.....	1	1	4	9	4	6	0	0	0	0	0	1	0	0	4	0	40	16,000	699			
P. E.....	14	0	100	0	25	0	90	0	10	0	34	0	34	0	5	0	4,000	300,000	700			
R. C.....	0	3	0	28	213	709	.....	.....	.....	.....	0	7	.....	.....	3	.....	.....	.....	701
Nonsect.....	5	2	76	55	0	0	25	22	25	6	8	5	8	3	4	0	3,500	107,000	702			
Nonsect.....	5	1	31	4	2	0	14	4	10	0	8	3	7	3	5	0	1,500	10,000	703			
7th D. Adv.....	7	3	50	65	27	18	.....	.....	.....	.....	1	5	.....	.....	4	0	800	3,500	704
Nonsect.....	0	1	13	10	0	0	.....	.....	.....	.....	.....	.....	.....	.....	3	.....	.....	.....	705
Nonsect.....	2	8	0	36	0	14	0	25	.....	.....	0	2	0	2	4	.....	4,000	.....	706

TABLE 44.—Statistics of private high schools, endowed academies, seminaries, and

State and post-office.	Name.	Principal.
1	2	3
MASSACHUSETTS—continued.		
707 Springfield	The MacDuffie School	John MacDuffie, Ph. D.
708 Taunton	Bristol Academy	A. B. Meggs
709 Waban	The Waban School	J. H. Pillsbury
710 ..do	Windsor Hall School	Anna M. Goodnow
711 Waltham	St. Mary's School	Brother Gregory
712 ..do	Waltham New Church School	Benjamin Worcester
713 Watertown	St. Patrick School	Sister Antoninus Neeley
714 Wellesley	Dana Hall School	Helen Temple Cooke
715 ..do	Rock Ridge	George Rantoul White
716 ..do	Wellesley School for Boys	Edward A. Benner
717 West Boxford	Barker Free School*	N. B. Sargent
718 West Bridgewater	Howard Seminary	Sarah E. Laughton
719 Westford	Westford Academy	William E. Frost
720 West Newton	Allen English and Classical School	Albert Edward Bailey
721 Wilbraham	Wesleyan Academy	William Rice Newhall, D. D.
722 Wollaston	Quincy Mansion School	Horace Mann Willard
723 Worcester	The Baneroff School	Frank H. Robson, A. M.
724 ..do	Highland Military Academy	Joseph Alden Shaw, A. M.
725 ..do	Kimball's (Miss) School for Girls	Miss E. A. Kimball
726 ..do	St. John's School*	Brother Robert
727 ..do	Worcester Academy	D. W. Abercrombie, LL. D.
MICHIGAN.		
728 Adrian	Raisin Valley Seminary	Bertrand L. Jones
729 Ann Arbor	St. Thomas's School	Sister M. Magdalene
730 Benton Harbor	Benton Harbor College*	G. J. Edgecumbe, A. M., Ph. D.
731 Benzonia	Benzonia Academy	Charles W. Dunn
732 Chase	Chase School	William P. Griffiths
733 Clarksville	Clarksville Academy*	Charles J. Transue
734 Detroit (322 Jefferson avenue)	Academy of the Sacred Heart	Madame Anna Hutton
735 Detroit (73 Stimson place)	The Detroit Home and Day School	Miss Ella M. Liggett
736 Detroit (643-645 Jefferson avenue)	Detroit Seminary	Mrs. E. F. Hammond
737 Detroit (24-46 Elmwood avenue)	Detroit University School	Frederick Leroy Bliss
738 Escanaba	St. Joseph's High School	Sister M. Pacifica
739 Grand Haven	Akeley Hall	Susan Hill Yerkes
740 Grand Rapids (105 North College avenue)	Powell's Private School	C. P. Powell
741 Grosse Point	Academy of the Sacred Heart	K. Cantwell
742 Kalamazoo	Michigan Female Seminary	Elsie G. Hobson
743 Laurium	Sacred Heart Academy	Rev. S. A. Perron, O. F. M.
744 Marquette	St. Joseph's Academy*	Sister M. Agnes
745 Monroe	St. Mary's Academy	Mother M. Mechtildis
746 Orchard Lake	Michigan Military Academy	James Hugh Harris
747 Saginaw	St. Andrew's Academy	Sister M. Gregoria
748 Spring Arbor	Spring Arbor Seminary	David S. Warner
749 Traverse City	Academy of Holy Angels*	Sister Mary Assisium
MINNESOTA.		
750 Albert Lea	Luther Academy	M. L. Ullensvang
751 Duluth	Sacred Heart Institute	Mother Scholastica
752 Faribault	Bethlehem Academy	Miss Carolina Wright Eells
753 ..do	St. Mary's Hall	James Dobbins
754 ..do	Shattuck School	John T. Aaker
755 Fergus Falls	Park Region Luther College	

*Statistics of 1900-1901.

other private secondary schools for the scholastic year 1901-2—Continued.

Religious denomination.	Secondary instructors.		Students.																Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	22
			Secondary students.		Elementary pupils, including all below secondary grades.		Preparing for college.				Graduates in 1902.		College preparatory students in the class that graduated in 1902.										
							Classical course.		Scientific course.														
4	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	19	20	21	22			
Nonsect ...	4	7	0	45	2	27	0	17	0	0	0	0	2	5	0	0	4	5	0	3,000	\$20,000	707	
Nonsect ...	1	1	8	1	15	20	2	0	2	0	2	0	0	0	0	0	4	0	0	300	15,000	708	
Nonsect ...	3	2	15	0	4	0	0	0	0	0	7	0	1	0	1	0	4	0	0	2,000	18,000	709	
Nonsect ...	0	0	0	7	0	5	0	0	0	0	0	0	0	1	0	0	4	0	0	0	8,000	710	
R. C.	3	3	0	35	0	485	0	0	0	0	0	0	9	0	0	0	3	0	0	0	0	711	
New Jerusalem Church.	3	5	16	23	16	23	2	0	0	0	0	0	0	0	0	0	0	0	0	500	70,000	712	
R. C.	0	1	6	9	294	351	0	0	0	0	0	0	6	9	0	0	2	0	0	800	40,000	713	
Nonsect ...	0	25	0	175	0	0	0	0	0	0	0	0	0	35	0	0	4	0	0	0	150,000	714	
Nonsect ...	5	0	15	0	0	0	0	3	0	1	0	0	0	0	0	0	4	8	0	200	0	715	
Nonsect ...	2	0	46	0	10	0	4	0	0	0	0	0	0	0	0	0	4	0	0	0	7,500	716	
Nonsect ...	1	0	6	17	0	0	0	0	0	0	0	0	0	0	0	0	4	0	0	0	75	717	
Nonsect ...	2	10	0	33	0	14	0	1	0	1	0	1	0	0	0	2	4	0	0	0	75,000	718	
Nonsect ...	1	1	14	24	0	0	0	0	0	0	11	2	1	0	0	0	4	0	0	200	22,350	719	
Nonsect ...	5	3	21	7	14	0	2	0	0	0	4	2	4	0	0	0	4	0	0	200	82,000	720	
M. E.	6	6	96	57	5	2	18	1	37	13	10	11	9	4	4	4	4	0	0	10,000	206,139	721	
Nonsect ...	0	9	0	43	0	10	0	6	0	0	0	10	0	3	4	0	4	0	0	4,000	0	722	
Nonsect ...	2	6	3	48	52	0	0	0	0	0	0	0	0	0	0	0	4	0	0	100	0	723	
P. E.	6	0	36	0	12	0	6	0	10	0	0	5	9	0	0	0	3	36	1,000	35,000	0	724	
Nonsect ...	3	6	20	76	605	749	0	16	0	0	0	0	0	0	0	0	4	0	0	0	40,000	725	
R. C.	3	0	173	0	30	0	75	0	75	0	20	0	0	20	0	0	4	0	0	2,500	500,000	726	
Nonsect ...	3	0	173	0	30	0	75	0	75	0	20	0	0	20	0	0	4	0	0	2,500	500,000	727	
Friends ...	1	4	45	17	0	6	3	0	0	0	1	1	0	0	0	0	4	0	0	700	10,000	728	
R. C.	1	2	2	9	90	98	0	3	0	0	0	3	0	3	0	0	4	0	0	0	0	729	
Nonsect ...	5	8	119	157	24	29	34	46	72	119	7	19	0	3	0	0	4	64	2,000	45,000	730		
Cong.	2	2	20	25	11	41	2	0	4	1	2	2	0	2	0	0	4	0	0	6,000	15,000	731	
Nonsect ...	1	0	5	4	35	31	7	0	0	0	0	4	0	0	0	0	0	0	0	0	1,000	732	
Nonsect ...	2	1	21	7	7	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	733	
R. C.	0	5	0	30	0	33	0	0	0	0	0	0	0	0	0	0	5	0	0	3,040	0	734	
Nonsect ...	1	15	0	148	23	150	0	50	0	0	0	20	0	10	5	0	1,987	0	0	75,000	0	735	
Nonsect ...	1	7	0	58	8	52	0	4	0	0	0	9	0	4	4	0	3,000	0	0	8,000	0	736	
Nonsect ...	11	3	159	0	130	0	57	0	100	0	17	0	16	0	5	0	1,522	0	0	14,000	0	737	
R. C.	0	8	18	23	141	159	0	0	0	0	4	0	0	0	0	0	0	0	0	300	45,000	738	
Epis.	0	8	0	26	0	4	0	1	0	0	0	8	0	1	4	0	1,000	0	0	0	0	739	
Nonsect ...	1	2	17	12	7	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	740	
R. C.	0	13	0	40	0	18	0	0	0	0	0	4	0	0	0	0	0	0	0	0	0	741	
Presb.	0	9	0	73	0	12	0	7	0	0	0	16	0	5	4	0	2,000	0	0	75,000	0	742	
R. C.	2	4	10	29	376	297	0	0	0	0	2	0	0	0	0	0	4	0	0	0	0	743	
R. C.	0	6	10	50	180	0	0	0	0	0	1	4	0	0	0	0	4	0	0	0	0	744	
R. C.	0	12	0	85	0	173	0	2	0	2	0	9	0	2	4	0	3,449	0	0	98,487	0	745	
Nonsect ...	9	0	113	0	5	100	0	2	0	51	0	34	0	21	0	4	113	0	0	6,000	300,000	746	
R. C.	0	5	18	40	72	100	0	0	0	0	0	4	0	0	0	0	4	0	0	350	0	747	
Free Meth.	3	1	31	27	25	19	0	0	0	1	3	5	0	1	4	0	600	0	0	10,000	0	748	
R. C.	0	2	0	12	0	14	0	0	0	0	0	3	0	0	4	0	500	0	0	15,000	0	749	
Luth.	2	2	14	6	56	24	6	5	0	0	5	1	4	0	3	0	700	0	0	25,000	0	750	
R. C.	0	8	0	70	0	89	0	0	0	0	0	9	0	0	0	0	2,500	0	0	45,000	0	751	
R. C.	0	6	0	40	0	50	0	0	0	0	0	3	0	0	0	0	800	0	0	0	0	752	
Epis.	0	6	0	60	0	13	0	0	0	0	0	0	0	7	0	0	3,000	0	0	100,000	0	753	
Epis.	12	0	164	0	23	0	9	0	35	0	20	0	14	0	4	164	3,000	0	0	0	0	754	
Luth.	6	1	192	34	0	0	11	0	0	0	3	5	3	0	3	0	600	0	0	60,000	0	755	

TABLE 44.—Statistics of private high schools, endowed academies, seminaries, and

State and post-office.	Name.	Principal.
1	2	3
MINNESOTA—continued.		
756	Minneapolis	Academy of the Holy Angels*.....
757	Minneapolis (1800-1804 First avenue south).....	Graham Hall School for Girls.....
758	Minneapolis (Harvard and Delaware streets).....	Minneapolis Academy.....
759	Minneapolis (2118-2122 Pleasant avenue).....	Stanley Hall.....
760	Montevideo	Windom Institute
761	Owatonna	Academy of the Sacred Heart
762	do	Pillsbury Academy
763	Redwing	Red Wing Seminary
764	St. Joseph	St. Benedict's Academy.....
765	St. Paul (459 Portland ave- nue).....	Baldwin Seminary.....
766	St. Paul (Merriam Park) ...	College of St. Thomas.....
767	St. Paul	Concordia College
768	St. Paul (205 West Sixth street).....	Cretin High School
769	St. Paul	The Freeman School.....
770	St. Paul (Western avenue and Nelson street).....	St. Joseph's Academy
771	St. Paul (407 East Ninth street).....	St. Mary's High School*.....
772	St. Paul (155 Western ave- nue north).....	St. Paul Academy
773	St. Paul	Visitation Convent
774	St. Paul Park	St. Paul's College
775	Wildor	The Breck School
776	Willmar	Willmar Seminary.....
777	Winona	The Winona Seminary.....
MISSISSIPPI.		
778	Abbeville	Abbeville Normal School.....
779	Bay St. Louis.....	St. Stanislaus College
780	Braxton	Braxton Collegiate Institute.....
781	Byhalia	Kate Tucker Institute*.....
782	Cascilla	Cascilla High School*.....
783	Chalybeate	Chalybeate Springs Institute*.....
784	Chatawa	St. Mary's Institute
785	Clarkson	Bennett Academy
786	Clinton	Mount Herman Seminary.....
787	Columbia	Columbia High School*.....
788	Dixon	Dixon High School
789	Edwards	Southern Christian Institute.....
790	French Camp	French Camp Academy
791	Hernando	Randle's University School.....
792	Holly Springs	North Mississippi Presbyterian College.....
793	Houston	Mississippi Normal College
794	Jefferson	Jefferson High School*.....
795	Lake Como	Lake Como High School.....
796	Lockhart	Lockhart Male and Female Insti- tute.....
797	Meridian	Lincoln School
798	Montrose	Forest District High School
799	Mount Olive	Mount Olive High School
800	Natchez	Cathedral School.....
801	do	Natchez College*.....
802	do	St. Joseph's School*.....
803	Nettleton	Providence Male and Female College.....

* Statistics of 1900-1901.

other private secondary schools for the scholastic year 1901-2—Continued.

Religious denomination.	Students.																		Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
	Secondary instructors.		Secondary students.		Elementary pupils, including all below secondary grades.		Preparing for college.		Graduates in 1902.		College preparatory students in the class that graduated in 1902.											
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.								
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22				
R. C	2	6	0	42	0	151	.....	.....	.....	.....	0	5	.....	.....	4	0	350	\$60,000	756
Nonsect ...	0	5	0	12	7	33	0	1	0	1	0	2	0	2	4	0	.....	.....	757	
Nonsect ...	7	2	92	34	8	6	.....	.....	50	25	18	6	15	3	4	0	700	25,000	758	
Nonsect ...	1	8	0	68	0	36	0	1	0	10	0	9	0	1	4	0	1,800	.....	759		
Cong	2	3	15	21	82	80	1	1	1	1	2	3	2	3	4	0	600	23,000	760			
R. C	0	8	0	30	40	30	.....	.....	0	2	0	13	0	3	4	0	800	23,000	761	
Bapt	6	4	89	101	21	14	3	0	15	5	11	22	8	7	4	110	2,500	160,000	762			
Luth	3	0	50	0	98	0	.....	.....	.....	.....	22	0	6	0	.....	.....	1,300	50,000	763
R. C	0	11	0	115	26	49	0	0	.....	.....	5	0	9	0	.....	.....	1,500	75,000	764
Nonsect ...	1	5	31	32	6	8	2	0	9	3	2	7	2	5	4	0	1,000	200	765			
Luth	8	0	105	0	110	0	.....	.....	.....	.....	.....	.....	.....	.....	4	0	5,000	.....	766
R. C	4	0	80	0	0	53	0	.....	.....	.....	17	0	13	0	3	0	1,000	100,000	767
R. C	3	0	102	0	401	0	.....	.....	.....	.....	18	0	.....	.....	.....	.....	400	40,000	768
Nonsect ...	0	5	0	12	25	70	0	1	.....	.....	.....	.....	.....	.....	4	.....	.....	.....	769
R. C	2	8	0	128	0	200	0	68	.....	.....	.....	0	8	0	6	4	1,500	.....	770
R. C	0	2	5	13	240	238	.....	.....	.....	.....	.....	.....	.....	.....	4	.....	.....	.....	771
Nonsect ...	3	0	36	0	4	0	11	0	19	0	4	0	4	0	5	0	500	.....	772		
R. C	1	3	0	55	0	20	0	8	.....	.....	0	2	0	1	5	.....	3,000	150,000	773
M. E	4	3	13	21	33	7	2	0	6	3	11	9	3	4	4	0	900	35,000	774			
Epis	2	1	11	7	164	129	.....	.....	.....	.....	8	8	.....	.....	.....	.....	2,000	40,000	775
Luth	6	2	76	40	130	46	20	1	.....	.....	18	8	4	0	3	0	1,200	20,000	776	
R. C	1	11	0	36	0	94	.....	.....	.....	.....	.....	.....	.....	5	.....	.....	.....	.....	777
Nonsect ...	1	2	30	30	30	45	.....	.....	4	6	2	3	.....	.....	4	0	600	1,500	778
R. C	8	0	91	0	72	0	2	0	14	0	13	0	6	0	4	42	4,000	60,000	779			
Nonsect ...	2	3	100	100	23	38	20	5	0	1	3	1	3	.....	3	0	.....	2,500	780	
Nonsect ...	1	1	7	18	28	22	.....	.....	3	7	0	2	.....	.....	4	.....	1,600	10,000	781
Nonsect ...	1	2	5	15	70	60	2	0	.....	.....	.....	.....	.....	.....	2	.....	.....	3,000	782
Nonsect ...	1	1	15	13	55	60	.....	.....	1	2	0	0	0	0	4	0	25	1,200	783	
R. C	0	3	0	22	0	23	.....	.....	.....	.....	0	3	0	0	.....	.....	.....	.....	784
M. E	0	5	26	25	75	75	.....	.....	.....	.....	1	1	.....	.....	3	.....	.....	12,000	785
Nonsect ...	0	2	0	8	0	87	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	400	25,000	786
Nonsect ...	0	3	25	26	100	140	5	5	.....	.....	.....	.....	0	0	3	.....	500	6,000	787
Nonsect ...	2	3	20	15	60	55	5	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,000	788
Christian ..	2	1	16	11	40	42	.....	.....	.....	.....	1	0	.....	.....	3	.....	612	50,000	789
Presb.	1	1	25	0	0	0	.....	.....	.....	.....	3	0	1	0	4	0	.....	3,000	790
Nonsect ...	1	2	11	19	24	38	5	1	.....	.....	.....	.....	.....	.....	4	0	1,000	20,000	791
Presb.	0	9	0	58	0	57	.....	.....	.....	.....	0	6	.....	.....	4	.....	600	25,000	792
Nonsect ...	1	1	25	30	100	100	10	8	.....	.....	.....	.....	.....	.....	2	.....	.....	8,000	793
Bapt.	0	1	3	11	37	44	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,000	794
Bapt.	1	1	20	38	40	.....	.....	.....	.....	.....	4	2	.....	.....	4	0	.....	600	795
Nonsect ...	2	0	35	45	52	47	5	4	1	2	0	3	0	1	.....	0	500	4,000	796		
Cong	0	4	84	100	50	100	4	6	.....	.....	8	6	2	9	4	0	300	3,500	797	
Meth	0	2	31	43	30	28	23	18	16	5	.....	.....	.....	.....	4	0	175	1,250	798
Nonsect ...	1	0	10	12	121	122	.....	.....	.....	.....	.....	.....	.....	.....	3	0	75	3,000	799
R. C	1	0	50	0	126	0	.....	.....	.....	.....	4	0	4	0	3	0	400	40,000	800
Bapt.	1	1	15	20	58	130	2	1	2	1	9	9	.....	.....	.....	.....	.....	1,500	801
R. C	0	3	0	12	0	118	0	12	0	0	0	0	0	0	3	.....	.....	.....	802
Nonsect ...	2	1	14	12	80	68	.....	.....	.....	.....	.....	.....	.....	.....	4	0	250	3,000	803

TABLE 44.—Statistics of private high schools, endowed academies, seminaries, and

State and post-office.	Name.	Principal.
1	2	3
MISSISSIPPI—continued.		
804	New Albany.....	New Albany High School.....
805	Pittsboro.....	Pittsboro Male and Female College.*
806	Quitman.....	The Watkins Training School.....
807	Rose Hill.....	Rose Hill Institute.....
808	Senatobia.....	Blackbourne College*.....
809	Shubuta.....	Shubuta High School*.....
810	Union Church.....	Union Church High School*.....
811	Vicksburg.....	St. Aloysius College.....
812	Washington.....	Jefferson Military College*.....
813	West Point.....	Mary Holmes Seminary.....
814	Yale.....	Oakland College.....
815	Yazoo.....	St. Clara's Academy.....
MISSOURI.		
816	Albany.....	Northwest Missouri College.....
817	Appleton City.....	Appleton City Academy.....
818	Arcadia.....	Arcadia College.....
819	Ashley.....	Watson Seminary*.....
820	Boonville.....	Kemper Military School.....
821	.....do.....	Mcguier Seminary.....
822	Caldonia.....	Bellevue Collegiate Institute.....
823	Camden Point.....	Female Orphan School of the Christian Church of Missouri.*
824	.....do.....	Military Institute.....
825	Cape Girardeau.....	St. Vincent's College.....
826	Carthage.....	Carthage Collegiate Institute.....
827	Chillicothe.....	St. Joseph's Academy.....
828	Clarence.....	Macon District Academy.....
829	Clarksburg.....	Hooper Institute.....
830	College Mound.....	McGee Holiness College*.....
831	Columbia.....	The University Military Academy*.....
832	Conception.....	Conception College.....
833	Concordia.....	St. Paul's College.....
834	Dadeville.....	Dadeville Academy.....
835	Excelsior.....	Haynes Academy.....
836	Farmington.....	Carleton College.....
837	.....do.....	Elmwood Seminary.....
838	Fredericktown.....	Marvin Collegiate Institute.....
839	Fulton.....	William Woods College.....
840	Gallatin.....	Grand River College.....
841	Glencoe.....	La Salle Institute.....
842	Graydton.....	Concordia College.....
843	Holden.....	St. Cecilia's Seminary*.....
844	Howell.....	Howell Institute.....
845	Iberia.....	Iberia Academy.....
846	Jackson.....	Jackson Military Academy and School of Fine Arts.....
847	Joplin.....	Academy of Our Lady of Mercy.....
848	Kansas City.....	St. Teresa's Academy.....
849	Kidder.....	Kidder Institute.....
850	Kirkwood.....	Kirkwood Military Academy.....
851	Laddonia.....	Laddonia Normal Institute.....
852	Lamar.....	Lamar College.....
853	Lexington.....	Wentworth Military Academy.....
854	Macon.....	Bless Military Academy.....
855	Marble Hill.....	Mayfield-Smith Academy.....
856	Marionville.....	Marionville Collegiate Institute.....

* Statistics of 1900-1901.

other private secondary schools for the scholastic year 1901-2—Continued.

Religious denomination.	Secondary instructors.		Students.																Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary pupils, including all below secondary grades.		Preparing for college.				Graduates in 1902.		College preparatory students in the class that graduated in 1902.										
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.							
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22					
Nonsect ...	1	2	38	94	64	80	3	4	1	1	2	2	3	5	4	0	700	\$15,000	804				
Nonsect ...	1	1	20	25	75	80	0	0	2	8	0	0	0	0	12	0	2,000		805				
Nonsect ...	1	1	10	10	0	0	10	0			0	0	0	0	4	0	320	1,000	806				
Nonsect ...	1	0	5	0	70	60			3	0				3	0	0	1,000		807				
Nonsect ...	0	3	0	30	0	50					0	3		4	0	800	10,000		808				
Nonsect ...	1	1	17	29											5		3,000		809				
Nonsect ...	1	1	16	21	12	18					0	0							810				
R. C.	3	0	53	0	197	0					7	0	3	0	6	0	768	30,000	811				
Nonsect ...	6	0	107	0	8	19	8	0	0	0	3	0	3	0	4	100	2,500		812				
Presb. ...	1	7	0	68	0	154					0	17		4	4		700	45,000	813				
Nonsect ...	2	1	37	35	83	45	2	1	1	1	6	1	6	1	3	0	960	2,500	814				
R. C.	0	2	7	18	35	44					0	2		4		1,350			815				
M. E. So. ...	1	1	10	5	40	35					3	2	3	2	4	40	740	4,000	816				
Nonsect ...	2	3	38	38	27	19													817				
R. C.	0	4	0	54	0	6					0	4			3	0	2,000		818				
Nonsect ...	1	1	19	17	0	3	5	0								0	1,500	1,100	819				
Nonsect ...	6	0	46	0	27	0	2	0			3	0	2	0	4	46	2,000	60,000	820				
Nonsect ...	0	4	4	31	3	64	0	3			0	7		4	0	500	11,500		821				
Nonsect ...	1	1	5	3	30	60					0	9	0	0					822				
Christian ...	1	3	0	72	0	28	0	0	0	0	0	9	0	0		0	500	30,000	823				
Nonsect ...	2	0	31	0	0	0									4	31	300	2,500	824				
R. C.	2	0	15	0	0	0									4	0	18,000	60,200	825				
Presb. ...	2	2	18	19	24	40	2	2	11	14	2	5				0	1,500	26,850	826				
R. C.	0	2	40	40	0	20			6	4	4	7					25		827				
M. E. So. ...	2	3	33	32	13	17									4	0	250	12,000	828				
Nonsect ...	1	2	21	18	7	5	0	1	2	0	2	0	2	1	3	0	100	1,200	829				
Christian ...	0	2	19	16	7	6	12	10							4	0	500	10,000	830				
Nonsect ...	3	0	12	0	8	0	2	0	4	0	2	0			4	12	1,300	10,000	831				
R. C.	8	0	50	0	13	0	40	0							6	0	8,000	30,000	832				
Ev. Luth. ...	3	0	57	0	0	57	0				12	0	12	0	3	0	600	16,000	833				
Nonsect ...	2	1	15	15	35	25									4	0	300	3,000	834				
Nonsect ...	3	2	17	14	5	4	3	2	3	2	1	0	1	0	4	0	500	7,000	835				
M. E.	1	5	58	43	68	46	2	0	20	10	4	0	1	1	3	0	1,200	40,000	836				
Presb. ...	0	4	0	33	0	52	0	4			0	3					300	20,000	837				
M. E. So. ...	3	2	63	51	12	10	3	5	7	2	1	0	1	0	4	0	2,100	35,000	838				
Nonsect ...	1	6	0	86	0	0					0	12					2,000	50,000	839				
Bapt.	2	3	20	45	20	23	4	6	7	3					4	0	2,000	35,000	840				
R. C.	4	0	36	0	6	0					8	0			4	0	600	60,000	841				
Nonsect ...	2	0	18	20	0	0									4	0		2,000	842				
R. C.	0	6	15	49	30	40					6	9			4	0	250	36,000	843				
Nonsect ...	1	1	3	5	12	9					0	2			3	0	50	2,000	844				
Cong.	1	2	30	30	15	10	4	4	1	1	3	6	3	6	4	0	4,000	5,000	845				
Nonsect ...	3	1	52	15	1	4	0	1	0						4	44	100	15,000	846				
R. C.	0	4	0	25	56	52									4		120	35,000	847				
R. C.	0	2	0	25	0	200					0	3			4		500		848				
Cong.	2	2	60	64	10	7	15	5	12	10	12	9	9	6	4		2,000	25,500	849				
Nonsect ...	3	2	21	0	25	0	10	0	6	0	4	0	3	0	4	21	500	25,000	850				
Nonsect ...	1	1	4	22	6	10	1	4			1	2	1	0	4	0	500	3,500	851				
Nonsect ...	4	2	33	43	32	90	7	8	3	5					4		900	20,000	852				
Nonsect ...	2	0	106	0	8	0	4	0	12	0	19	0	10	0	4	106	1,200	30,000	853				
Nonsect ...	11	0	85	0	25	0	2	0	30	0	7	0	2	0	4	85	1,200	450,000	854				
Bapt.	2	0	52	35	20	18	1	1	1	0	1	0	1	0	4	0	308	10,000	855				
M. E.	5	1	80	34	0	0					5	3			4	0	600	10,000	856				

TABLE 44.—Statistics of private high schools, endowed academies, seminaries, and

State and post-office.	Name.	Principal.
1	2	3
MISSOURI—continued.		
857	Marshall	St. Savior's Academy
858	Maryville	The Maryville Seminary *
859	Moberly	St. Mary's Academy
860	Moundville	Cooper College
861	Neosho	Scarritt Collegiate Institute
862	O'Fallon	Woodlawn Institute
863	Otterville	Otterville College
864	Pilot Grove	Pilot Grove Academy
865	Platte City	Gaylord Institute
866	Richmond	Woodson Institute *
867	St. Charles	Academy of the Sacred Heart
868	St. Joseph	do
869	St. Louis	Academy of the Visitation
870	St. Louis (1607 South Compton avenue)	Bishop Robertson Hall
871	St. Louis (4296 Washington avenue)	Hosmer Hall
872	St. Louis (2345 Pine street)	Loretto Academy
873	St. Louis (3817 Olive street)	Phillips School
874	St. Louis	Sacred Heart Academy
875	do	Ursuline Academy and Day School
876	St. Louis (1033 South Eighth street)	Walther College
877	Sedalia	George R. Smith College
878	South St. Louis	Academy of the Sacred Heart *
879	Springfield	Loretto Academy *
880	Spring Garden	Miller County Institute
881	Sweet Springs	Sweet Springs Academy *
882	Troy	Buchanan College
883	Weaubleau	Weaubleau Christian College
884	Webb City	Webb City Academy
885	West Plains	West Plains College *
886	Deer Lodge	St. Mary's Academy
887	Helena	St. Vincent's Academy
888	Missoula	Sacred Heart Academy
889	St. Peter	Ursuline Convent *
890	Stevensville	Stevensville Training School
NEBRASKA.		
891	Central City	Nebraska Central College *
892	Columbus	St. Francis Academy
893	Franklin	Franklin Academy
894	Jackson	St. Catherine's Academy
895	Kearney	Kearney Military Academy
896	Lincoln (Fourteenth and U streets)	Convent of the Holy Child Jesus
997	North Platte	School of the Nativity *
998	Omaha (Thirty-sixth and Burt streets)	Academy of the Sacred Heart
899	Omaha	Brownell Hall, School for Girls
900	do	Mount St. Mary's Seminary
901	do	St. Catherine's Academy *
902	Orleans	Orleans Seminary
903	Pawnee City	Pawnee City Academy
904	Wahoo	Luther Academy
905	Weeping Water	Weeping Water Academy
906	York	School of the Holy Family

* Statistics of 1900-1901.

TABLE 44.—Statistics of private high schools, endowed academies, seminaries, and

	State and post-office.	Name.	Principal.
	1	2	3
	NEW HAMPSHIRE.		
907	Andover	Proctor Academy	Josiah Small McCann
908	Atkinson	Atkinson Academy	Herman N. Dunham
909	Center Strafford	Austin Academy*	Alvin E. Thomas
910	Concord	St. Mary's School	Isabel M. Parks
911	.....do	St. Paul's School	Joseph Howland Coit, D. D., L. L. D.
912	Derry	Pinkerton Academy	G. W. Bingham
913	Dover (585 Central avenue)	St. Joseph's High School	Brother Dominic
914	East Jaffrey	Conant High School	Dwight G. Burrage
915	Exeter	The Phillips Exeter Academy	Harlan Page Amen
916	Exeter (87 Front street)	Robinson Female Seminary	George W. Cross, A. M.
917	Francestown	Francestown Academy	Frank William Cady
918	Franconia	Dow Academy	L. A. Martin
919	Gilmanton	Gilmanton Academy*	L. C. Graves
920	Hampstead	High School	F. E. Merrill
921	Kingston	Sanborn Seminary	Z. Willis Kemp, Ph. D.
922	Manchester (181 Spruce street)	St. Augustine's Academy*	Brother Alphonse
923	Manchester (147 Lowell street)	St. Joseph's High School	Brother Catus
924	Milton	Nute High School	Arthur Dean Wiggin
925	Mount Vernon	McCollom Institute*	George S. Chapin, A. B.
926	Nashua (68 Vine street)	St. Aloysius Academy	Brother Irénée
927	Nashua (71 Chestnut street)	St. Aloysius School	Sister M. St. Anatole
928	New Hampton	New Hampton Literary Institution	Frank W. Preston, A. M.
929	New London	Colby Academy	Horace G. McKean, A. M.
930	Northwood Center	Coe's Northwood Academy	Edwin K. Welch
931	Pembroke	Pembroke Academy	Isaac Walker, A. M.
932	Plymouth	Holderness School for Boys	Rev. Lorin Webster, M. A.
933	Reeds Ferry	McGaw Normal Institute	D. F. Carpenter
934	Tilton	New Hampshire Conference Seminary and Female College	George L. Plimpton, A. M.
	NEW JERSEY.		
935	Beverly	Farnum Preparatory School	James B. Dilks
936	Blairstown	Blair Presbyterial Academy	John C. Sharpe
937	Bordentown	Bordentown Military Institute	Thompson H. Landon
938	.....do	St. Joseph's Academy	Sister Mary Gabriel
939	.....do	School for Girls*	Miss Alice G. Braislin, Mrs. Mary Braislin Cooke
940	Bridgeton	Ivy Hall School	Miss Grace Maxwell
941	.....do	South Jersey Institute	W. C. Ingalls
942	.....do	West Jersey Academy	Phoebus W. Lyons
943	Brielle	Gerlach Academy*	D. Gerlach
944	Burlington	St. Mary's Hall	Rev. John Fearnley, rector
945	.....do	Van Rensselaer Seminary	Helen M. Freeman
946	East Orange (26 South Clinton street)	The Adams School	Sarah R. Adams, Mary L. Adams
947	East Orange (63 Harrison street)	East Orange Residence and Day School	H. Louise Underhill
948	Elizabeth (571 Westminster avenue)	Pingry School	Walter Randall Marsh
949	Elizabeth (279 North Broad street)	The Vail-Deane School	Miss Laura A. Vail
950	Englewood	The Dwight School for Girls	James Creighton and Farrar
951	.....do	The Englewood School for Boys*	Misses B. Parsons
952	Fort Lee	Institute of the Holy Angels*	Sister Mary Nonna Dumphy
953	Freehold	New Jersey Military Academy	Kopp and Hewetson
954	Hackettstown	Centenary Collegiate Institute	Eugene A. Noble
955	Hightstown	Peddie Institute	Roger W. Swetland

*Statistics of 1900-1901.

other private secondary schools for the scholastic year 1901-2—Continued.

Religious denomination.	Secondary instructors.		Students.																Length of course.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
			Secondary students.		Elementary pupils, including all below secondary grades.				Preparing for college.				Graduates in 1902.		College preparatory students in the class that graduated in 1902.							
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					Male.	Female.					Male.	Female.
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22				
Unitarian	3	0	23	27	6	2	2	0	2	0	1	3	1	0	4	0	1,500	\$10,000	907			
Nonsect	1	1	10	5	10	7	1	0	0	0	0	0	0	0	4	0	1,200	908				
R. C.	1	0	11	7	5	5	2	0	0	0	0	2	0	0	4	0	900	3,000	909			
Epis	1	1	0	18	0	5	0	2	0	0	0	1	0	0	4	0	0	26,000	910			
Epis	39	0	345	0	0	0	0	0	0	0	61	0	61	0	6	0	15,000	0	911			
Nonsect	3	4	31	62	0	0	3	8	14	30	4	8	4	4	4	0	4,600	75,000	912			
R. C.	2	0	30	0	70	0	0	0	0	0	4	0	0	0	3	0	600	15,000	913			
Nonsect	1	1	9	19	0	0	0	0	0	2	0	1	0	0	3	0	0	0	914			
Nonsect	15	0	283	0	0	100	0	90	0	53	0	47	1	1	0	0	2,000	210,744	915			
Nonsect	0	5	0	148	0	110	0	11	0	0	30	0	0	0	0	0	800	100,000	916			
Nonsect	1	1	16	19	0	0	2	0	0	0	0	0	0	0	4	0	340	5,000	917			
Cong	2	2	16	11	50	41	0	2	2	5	2	2	2	2	2	0	350	10,000	918			
Cong	1	1	9	7	15	8	2	0	0	0	2	2	0	0	3	0	400	8,000	919			
Nonsect	1	0	7	12	0	0	0	3	4	0	0	0	0	0	3	0	50	10,000	920			
Nonsect	1	4	32	33	18	15	12	29	2	0	9	0	2	4	0	0	3,000	75,000	921			
R. C.	5	0	140	0	420	0	15	0	10	0	10	0	5	0	4	0	500	50,000	922			
R. C.	4	0	40	0	335	0	4	0	1	0	6	0	3	0	3	0	500	50,000	923			
Nonsect	1	2	23	29	0	0	1	3	0	0	1	1	1	1	4	0	2,300	36,000	924			
Cong	2	0	6	9	0	0	1	0	0	0	0	2	0	0	4	0	900	0	925			
R. C.	3	0	84	0	266	0	0	0	0	0	0	2	0	0	4	0	500	0	926			
R. C.	0	1	0	21	284	549	0	0	0	0	0	3	0	0	4	0	0	0	927			
Free-Will Bapt.	7	0	94	80	8	4	0	0	0	0	7	1	4	1	4	0	11,000	30,000	928			
Bapt.	4	5	59	36	0	0	8	3	9	0	6	4	3	0	4	0	4,000	0	929			
Nonsect	2	1	16	23	0	0	3	0	2	0	4	1	0	0	4	0	1,100	20,000	930			
Nonsect	2	1	12	12	0	0	0	0	0	0	2	2	0	2	4	0	1,800	45,000	931			
Epis	5	0	37	0	6	0	7	0	19	0	6	0	6	0	5	0	1,600	50,000	932			
Nonsect	1	2	11	14	5	6	0	0	0	0	0	2	0	0	0	0	200	5,000	933			
M. E.	8	4	43	34	0	0	0	0	0	0	11	5	4	3	4	0	3,000	100,000	934			
Nonsect	1	4	17	49	34	46	0	0	3	0	3	11	2	0	4	0	150	20,000	935			
Presb	7	7	96	65	0	0	28	6	60	40	9	14	13	7	4	0	3,000	275,000	936			
Nonsect	12	0	96	0	19	0	15	0	35	0	21	0	18	0	4	96	888	0	937			
R. C.	0	4	0	12	0	23	0	0	0	0	0	2	0	0	0	0	800	100,000	938			
Nonsect	0	2	0	20	0	10	0	10	0	0	0	2	0	2	5	0	600	0	939			
Nonsect	0	4	0	15	2	12	0	4	0	0	4	0	0	1	4	0	0	0	940			
Bapt.	4	5	25	12	7	40	7	1	6	0	3	2	2	0	4	23	3,000	50,000	941			
Presb	6	0	57	0	7	0	13	0	37	0	16	0	14	0	4	57	2,000	60,000	942			
Nonsect	4	0	24	0	18	0	14	0	8	0	9	0	6	0	4	24	185	30,000	943			
Epis	1	5	0	46	0	14	0	0	0	0	0	4	0	0	0	0	0	0	944			
Presb	0	3	16	2	10	6	0	0	0	0	5	1	2	0	0	0	0	0	945			
Nonsect	1	4	7	6	14	32	0	0	0	0	0	2	0	0	0	0	0	0	946			
Nonsect	0	5	0	25	0	45	0	2	0	0	0	4	0	0	4	0	0	18,000	947			
Nonsect	8	0	78	0	30	0	28	0	30	0	9	0	9	0	5	0	500	50,000	948			
Nonsect	0	10	0	79	0	85	0	2	0	15	0	10	0	4	5	0	750	3,000	949			
Nonsect	0	9	0	70	0	50	0	20	0	10	0	8	0	6	0	0	0	30,000	950			
Nonsect	3	0	21	0	9	0	5	0	5	0	2	0	2	0	4	21	0	25,000	951			
R. C.	0	4	0	29	0	58	0	2	0	0	0	3	0	0	4	0	3,000	0	952			
Nonsect	5	0	28	0	5	0	3	0	11	0	2	0	2	0	4	28	2,000	0	953			
Nonsect	7	9	87	67	0	0	0	0	0	0	10	11	6	4	0	0	500	265,000	954			
Bapt.	6	9	81	40	59	41	36	14	21	8	14	11	14	9	4	0	5,148	250,000	955			

TABLE 44.—Statistics of private high schools, endowed academies, seminaries, and

	State and post-office.	Name.	Principal.
	1	2	3
	NEW JERSEY—continued.		
956	Hoboken	Academy of Sacred Heart *.....	Sister of Charity
957	Hoboken (210 Tenth street) ..	Hoboken Academy	Heinrich Kaiser, M. D.....
958	Hoboken (River and Sixth streets) ..	Stevens School.....	Rev. Edward Wall.....
959	Jersey City	Hasbrouck Institute	Charles C. Stimets, A. M.
960	.....do	St. Aloysius Academy *.....	Sisters of Charity.....
961	Jersey City Heights	German American School *.....	Carl A. Graupner
962	Lakewood	The Lakewood School *.....	Edward P. Harris, Ph. D.
963	Lawrenceville.....	Lawrenceville School.....	Simon John McPherson, D. D. ..
964	Long Branch	St. Mary's Star of the Sea Academy	Sister M. Imelda.....
965	Montclair	Cloverside, a Home School for Girls	Elizabeth Timlow.....
966	.....do	Montclair Military Academy.....	J. G. MacVicar.....
967	Moorestown	Friends' Academy	William F. Overman.....
968	.....do	Friends' High School	Bird T. Baldwin.....
969	Morristown.....	Dana's (Miss) School for Girls ...	Miss E. E. Dana.....
970	.....do	Morris Academy	H. W. Landfear.....
971	.....do	Morristown School.....	Messrs. Brown, Butler, and Woodman.
972	Mount Holly	Mount Holly Academy *.....	I. C. Fla.....
973	Newark (544 High street) ..	Newark Academy	S. A. and Wilson Farrand.....
974	Newark (172 Clinton avenue) ..	The Newark Seminary	Miss Anna Frances Whitmore.
975	Newark (98 Washington street) ..	St. Mary's Academy	Sister Mary Catharine.....
976	Newark	Townsend's (Miss) School	Miss Anna P. Townsend
977	New Brunswick (66 Bayard street) ..	Anable's (Miss) School	The Misses Anable
978	New Brunswick	Rutgers Preparatory School.....	Eliot R. Payson.....
979	New Orange.....	Upsala College.....	Lars Herman Beek, Ph. D.
980	Newton	Newton Collegiate Institute	Phillip S. Wilson
981	Orange (118 Berkeley avenue) ..	Beard's (Miss) Home School for Girls.	Miss Lucie C. Beard
982	Orange (443 Main street) ..	Dearborn-Morgan School	David A. Kennedy, Ph. D., Abby B. Morgan.
983	Passaic	Passaic Collegiate School *.....	N. Louise Buckland
984	Paterson.....	The Paterson Military School * ..	Lincoln A. Rogers
985	Paterson (357-359 Van Houten street) ..	Preparatory School for Girls and Boys.	Flora A. Graves.....
986	Paterson.....	St. Aloysius' Academy	Sisters of Charity
987	Pennington	Pennington Seminary	Thomas O'Hanlon, A. M., D. D., LL. D.
988	Plainfield (949 Central avenue) ..	Leal's School for Boys	John Leal
989	Plainfield (123 West Seventh street) ..	Plainfield Seminary for Young Ladies.	Misses Kenyon and Arnold... ..
990	Pompton	De Mille School for Girls*	Mrs. H. C. De Mille
991	Princeton	The Princeton Preparatory School.	John B. Fine
992	.....do	Princeton University Academy.....	Edwin W. Rand
993	Red Bank	The Calhoun-Chamberlain School for Girls.	Miss Calhoun and Miss Chamberlain.
994	Salem	Salem Friends' School.....	Mary V. Baldwin.....
995	South Orange	Baldwin's (Miss) School *.....	Misses Baldwin and Neldon ..
996	.....do	Montrose School for Girls.....	Mrs. L. L. M. Bryant
997	Summit	Kent Place School.....	Mrs. Sarah W. Paul
998	.....do	St. George's Hall.....	Hartman Naylor
999	.....do	Summit Academy	James Heard, A. M.
1000	Sussex.....	Seeley's Home School.....	W. H. Seeley

* Statistics of 1900-1901.

other private secondary schools for the scholastic year 1901-2—Continued.

Religious denomination.	Students.																		Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
	Secondary instructors.	Secondary students.		Elementary pupils, including all below secondary grades.		Preparing for college.				Graduates in 1901.		College preparatory students in the class that graduated in 1902.										
		Male.	Female.	Male.	Female.	Male.	Female.	Classical course.		Scientific course.		Male.	Female.	Male.	Female.							
								Male.	Female.	Male.	Female.											
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22				
R. C	0	7	0	78	30	22	0	22	0	17	0	8	.....	.....	4	0	1,000	.....	956
Nonsect	4	3	30	40	101	86	.....	12	2	11	1	1	.....	4	0	1,000	.....	\$35,000	
Nonsect	12	0	247	0	0	0	1	0	246	0	23	0	.....	4	0	.....	.....	53,126	958
Nonsect ...	10	6	135	132	25	20	20	6	25	0	7	8	6	2	4	0	500	100,000	959			
R. C	4	9	5	45	30	85	21	0	1	0	10	0	3	0	4	0	.....	93,700	960		
Nonsect	2	2	12	16	71	60	.....	.....	.....	.....	5	8	.....	4	0	.....	320	10,000	961
Nonsect	1	1	17	0	18	0	14	0	3	0	6	0	6	0	3	0	400	35,000	962			
Nonsect	28	4	368	0	0	0	200	0	168	0	.....	.....	.....	4	0	4,000	.....	963	
R. C	1	4	1	30	20	50	.....	.....	.....	.....	0	3	.....	4	0	.....	.....	964	
Epis	0	3	0	45	0	30	0	10	.....	.....	0	5	.....	4	0	.....	.....	965	
Nonsect	7	5	60	0	53	0	0	0	.....	.....	.....	.....	.....	4	0	2,500	40,000	966	
Friends (Orthodox)	2	3	28	34	34	38	4	1	3	0	1	1	1	1	4	0	2,200	15,000	967			
Friends (Hicksite)	1	4	17	14	43	49	4	5	4	5	2	1	1	1	3	0	450	18,000	968			
Nonsect ...	1	21	0	114	4	21	0	12	0	0	0	6	0	2	4	0	900	.....	969		
Nonsect ...	3	1	34	0	9	0	5	0	9	0	2	0	.....	5	0	.....	.....	970	
Nonsect ...	7	0	50	0	25	0	25	0	25	0	10	0	10	0	4	0	3,000	75,000	971			
Nonsect ...	3	0	10	0	7	0	2	0	5	0	3	0	3	0	4	0	400	.....	972		
Nonsect ...	14	0	219	0	84	0	40	0	130	0	27	0	27	0	5	0	450	100,000	973			
Nonsect ...	2	4	0	25	0	45	0	8	.....	.....	0	8	0	3	4	0	800	50,000	974	
R. C	0	4	5	40	5	50	.....	.....	.....	.....	0	4	.....	4	0	.....	.....	975	
Nonsect ...	0	7	0	38	0	62	0	2	0	2	0	10	0	5	4	0	2,000	.....	976		
Nonsect ...	1	2	4	10	3	40	3	5	.....	.....	.....	.....	.....	.....	.....	1,000	29,000	977	
Nonsect ...	6	2	96	37	8	13	30	6	54	9	13	4	13	4	5	35	.....	.....	978	
Luth	4	0	31	19	0	0	17	2	.....	.....	6	3	1	0	.....	.....	3,000	77,150	979
Nonsect ...	4	0	20	0	15	0	4	0	3	0	.....	.....	.....	4	20	1,000	25,000	980	
Nonsect ...	0	7	0	18	0	112	0	0	0	5	.....	.....	.....	4	0	.....	.....	981	
Nonsect ...	2	10	0	52	70	94	0	2	0	20	0	4	0	1	4	0	700	37,900	982			
Nonsect ...	0	6	3	11	34	33	0	6	0	0	0	0	0	0	4	0	500	25,000	983			
Nonsect ...	4	0	20	0	15	0	0	0	16	0	1	0	1	0	4	20	.....	.....	984	
Nonsect ...	0	5	0	75	2	25	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	985
R. C	5	5	0	45	36	99	0	2	.....	.....	1	27	0	2	4	0	500	.....	986
M. E	9	7	91	32	14	3	22	1	16	1	11	4	6	1	4	0	175,500	.....	987		
Nonsect ...	3	0	50	0	28	0	30	0	10	0	11	0	11	0	4	.....	.....	.....	988
Nonsect ...	1	5	0	46	2	14	0	10	0	0	4	0	4	0	4	0	1,000	.....	989		
Nonsect ...	1	2	0	15	0	6	0	2	.....	.....	0	3	.....	4	0	5,000	25,000	990	
Nonsect ...	5	0	52	0	0	0	13	0	29	0	28	0	28	0	4	0	1,048	52,000	991			
Nonsect ...	1	0	10	0	0	0	3	0	2	0	2	0	2	0	4	.....	.....	.....	992
Nonsect ...	0	4	0	20	0	23	0	10	0	10	0	5	0	4	.....	.....	700	15,000	993	
Friends ...	0	1	2	7	14	14	.....	.....	.....	.....	.....	.....	.....	4	0	.....	.....	10,000	994
Nonsect ...	0	2	8	44	25	15	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	995
Nonsect ...	0	8	0	25	0	15	.....	.....	.....	.....	0	2	.....	.....	.....	1,000	35,000	996	
Nonsect ...	0	10	0	58	0	40	0	2	.....	.....	0	12	0	9	4	0	2,000	75,000	997	
Nonsect ...	3	0	14	0	8	0	4	0	4	0	8	0	8	0	4	0	1,000	100,000	998			
Nonsect ...	4	1	30	0	11	0	20	0	10	0	1	0	1	0	6	0	400	.....	999		
Nonsect ...	1	0	6	5	1	1	1	1	.....	.....	.....	.....	.....	4	0	500	8,000	1000	

TABLE 44.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal.
	1	2	3
	NEW JERSEY—continued.		
1001	Trenton	St. Francis College	Rev. Dominic Reuter, D. D., O. M. C.
1002	Woodstown	Bacon Academy	Achsah Wallace Grier
	NEW MEXICO.		
1003	Albuquerque	Goss Military Institute	Robert S. Goss, A. M.
1004	Las Cruces	Academy of the Visitation	Sister M. Albertina
1005	Santa Fe	St. Michael's College	Brother Botolph
	NEW YORK.		
1006	Albany (Robin street, cor- ner Madison avenue).	Academy of the Holy Names	Sister M. Fredericka
1007	Albany	Albany Academy	Henry P. Warren
1008	Albany (155 Washington avenue).	Albany Female Academy	Esther Louise Camp
1009	Albany (43 Lodge street)...	Christian Brothers Academy	Brother Maurice
1010	Albany (Kenwood)	Female Academy of the Sacred Heart.	Madame M. Moran
1011	Albany	St. Agnes School	Catharine Regina Scabury ..
1012	Albany (280 North Pearl street).	St. Joseph's Academy	Brother Berard
1013	Allegany	St. Elizabeth's Academy	Mother M. Teresa
1014	Amsterdam	St. Mary's Catholic Institute*	Sister Marcella
1015	Auburn (27 Wilham street).	Robinson's (Miss) School	Miss Mary E. Robinson
1016	Aurora	Cayuga Lake Academy	Albert Somes, A. M.
1017	.....do	The Wells School	Anna R. Goldsmith
1018	Batavia	St. Joseph's Academic School of Batavia.	Sister M. Helena
1019	Belleville	Union Academy of Belleville	E. M. Baxter
1020	Binghamton	The Lady Jane Grey School	Mrs. Jane Grey Hyde
1021	.....do	St. Joseph's Academy	Sister M. Joseph
1022	Bridgehampton	The Bridgehampton Literary and Commercial Institute.*	Lewis W. Hallock
1023	Brooklyn (63 New York avenue).	Bedford Academy	George Rodemann
1024	Brooklyn (183-185 Lincoln place).	Berkeley Institute	Julian W. Abernethy, Ph. D. .
1025	Brooklyn (36 Monroe place)	Bodman's (Miss) School for Girls.	Miss Rose M. Bodman
1026	Brooklyn (730 Nostrand avenue).	The Brevoort School	A. M. Kipling
1027	Brooklyn (138 Montague street).	The Brooklyn Heights Seminary .	Katharine S. Woodward
1028	Brooklyn (209 Clinton ave- nue).	Female Institution of the Visita- tion.	Sister Philomine de Chantal..
1029	Brooklyn (50 Monroe place)	Hall's (Miss) School for Girls*	Clara F. Hall, Anna Mitchell..
1030	Brooklyn (40-42 Monroe place).	The Latin School	Caskie Harrison, M. A.
1031	Brooklyn (30 Madison street).	Nativity Academy	Sister M. Basil
1032	Brooklyn (215 Ryerson street).	Pratt Institute High School	Luther Gulick, M. D.
1033	Brooklyn (51 Seventh ave- nue).	Prospect Heights School	D. E. Ewald, W. L. Ellis
1034	Brooklyn (223-225 Lincoln place).	The Regents Institute	Elmer E. Johnson
1035	Brooklyn (525 Clinton ave- nue).	Round's (Miss) School for Girls ..	Christina Rounds
1036	Brooklyn (264 Jay street) ..	St. James Commercial Academy ..	Brother Cyril
1037	Brooklyn (Fourth avenue and Ninth street).	St. Thomas Aquinas Academy	Sister Mary Anna

*Statistics of 1900-1901.

other private secondary schools for the scholastic year 1901-2—Continued.

Religious denomination.	Secondary instructors.		Students.														Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary pupils, including all below secondary grades.		Preparing for college.				Graduates in 1902.		College preparatory students in the class that graduated in 1902.								
	Classical course.						Scientific course.														
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22			
R. C	6	0	37	0	0	0										4	0	6,650	\$100,000	1001	
Friends....	0	2	2	4	16	13											3		40	4,000	1002
Nonsect ...	2	0	10	0	10	0	4	0								4	10				1003
R. C	0	5	0	70	25	30													300	36,000	1004
R. C	2	0	25	0	150	0	0	0	0	0	0	0	3	0		3	0	2,300			1005
R. C	0	4	0	80	9	33	0	16	0	0	0	0	0	0	0	6	0	1,364	23,800		1006
Nonsect ...	7	2	130	0	0	0	60	0	40	0	7	0	7	0	6	115	1,000		90,000		1007
Nonsect ...	0	8	0	55	4	48	0	0	0	0	0	14	0	14	4	0	2,839		84,490		1008
R. C	9	0	70	0	100	0	2	0	2	0	17	0	3	0	4	70	1,631		5,910		1009
R. C	0	14	0	37	0	21	0	0	0	0	0	0	0	0	6	0	3,775		405,250		1010
Epis	0	6	0	80	0	27	0	7			0	11	0	2		0	4,000		100,000		1011
R. C	2	5	20	45	251	330	3	0	2	0	1	1	1	0	4	0	1,065		50,000		1012
R. C	0	10	0	58	0	27	0	5	0	0	0	5	0	5	4	0	2,512		99,165		1013
R. C	2	3	50	50	200	250	4	33	0	0	9	5	4	2	4	60	1,160		97,785		1014
Nonsect ...	2	2	0	15	2	9	0	2	0	0	2	0	0	0	4	0	800				1015
Nonsect ...	4	0	7	2	1	0	3				1	0	0	0	4	0	2,000		25,000		1016
Nonsect ...	0	4	0	18	0	6	0	10			0	4	0	4	4	0	1,500		10,000		1017
R. C	0	4	4	22	134	130	0	0	0	0	0	4	0	0	4	0	925		38,345		1018
Nonsect ...	3	4	35	40	13	10					1	2			4	0	2,500		25,906		1019
Nonsect ...	0	6	0	21	0	29	0	3	0	3	0	3	0	1		0	900		40,000		1020
R. C	1	3	6	35			0	4	0	0	0	4	0	4	4	0	855		6,946		1021
Nonsect ...	1	1	18	10	2	6	2	0	2	0	2	1	2	0	3	0	200		3,960		1022
Nonsect ...	2	1	12	0	37	31	4	0	3	0					4	12	320		34,000		1023
Nonsect ...	2	11	0	50	29	168	0	14	0	0	0	13	0	5	6	0	3,527		79,022		1024
Nonsect ...	0	4	0	12	0	21	0	3							5	0	1,088				1025
Nonsect ...	1	4	0	24	0	45					0	1			3						1026
Nonsect ...	0	6	0	35	10	105					0	12	0	2							1027
R. C	0	6	0	56	0	30					0	3			4	0	2,500		164,000		1028
Nonsect ...	2	7	0	16	0	14	0	3			0	1	0	1							1029
Nonsect ...	6	0	52	0	45	0	40	0	12	0	15	0	10	0	4	0	1,000		50,000		1030
R. C	3	8	0	99	215	144					0	25			4		548				1031
Nonsect ...	14	9	117	145							13	12	10	2	4	0	70,249				1032
Nonsect ...	2	1	12	0	50	0	1	0	11	0	2	0	2	0		0	250		18,000		1033
Nonsect ...	3	0	25	0	25	40									2	20	500		35,000		1034
Nonsect ...	0	10	0	56	0	40	0	2	0	0	0	6	0	0	4	0	1,500		60,000		1035
R. C	5	0	64	0	540	0					4	0	18	0	2	48	1,200				1036
R. C	0	3	0	75	35	40	0	0	0	0	0	19	0	0	4	0	1,300		50,000		1037

TABLE 44.—Statistics of private high schools, endowed academies, seminaries, and

	State and post-office.	Name.	Principal.
	1	2	3
	NEW YORK—continued.		
1038	Buffalo (749 Washington street).	Buffalo Academy of the Sacred Heart.	Sister M. Leonard
1039	Buffalo (595 Delaware avenue).	Buffalo Seminary	Jesse E. Beers
1040	Buffalo (146 Park street)	The Franklin School	William Nichols
1041	Buffalo (623 Delaware avenue).	Heathcote School	Lester Wheeler, A. M.
1042	Buffalo (320 Porter avenue).	Holy Angels Academy*	Sister M. McMillan
1043	Buffalo (1238 Main street)	St. Joseph's Collegiate Institute	Brother Pompian
1044	Buffalo (564 Franklin street).	St. Margaret's School	Miss Mary A. Robinson
1045	Buffalo (135 Cleveland avenue).	St. Mary's Academy	Miss Mary Moffitt
1046	Canandaigua	Granger Place School	Samuel Cole Fairley
1047	Carmel	Drew Seminary for Young Women	Rev. David H. Hanaburgh, A. M.
1048	Carthage	Augustinian Institute	Sister M. Beatrice
1049	Cazenovia	Cazenovia Seminary	Rev. Francis D. Blakeslee, D. D.
1050	Chappaqua	Chappaqua Mountain Institute	Albert R. Lawton
1051	Claverack	Hudson River Institute	J. O. Spencer, A. M.
1052	Cohoes	St. Bernard's Academy	Thomas S. Keveny
1053	Cornwall on the Hudson	Cornwall Heights School	Carlos H. Stone
1054	do	New York Military Academy	Sebastian C. Jones
1055	Delhi	Delaware Academy	Eugene D. Holmes
1056	Dobbs Ferry	Boarding and Day School	The Misses Masters.
1057	do	The Mackenzie School.	Rev. James C. Mackenzie, Ph. D.
1058	Dover Plains	Dover Plains Academy	A. E. Bangs
1059	Dunkirk	St. Mary's Middle Academic School.	Sister Agnes Joseph
1060	East Springfield	East Springfield Academy*	Randolph F. Clark
1061	Elbridge	Munroe Collegiate Institute	Lester G. Turney
1062	Fishkill on the Hudson	Mount Beacon Military Academy.	Vasa E. Stolbrand
1063	do	Wilson School for Boys	Benjamin Lee Wilson
1064	Flushing	Flushing Institute	Elias A. Fairchild
1065	do	Kyle Institute	Paul Kyle
1066	Fort Edward	Fort Edward Collegiate Institute.	Joseph E. King, Ph. D., D. D.
1067	Franklin	Delaware Literary Institute	M. J. Multer, B. S.
1068	Garden City	The Cathedral School of St. Mary*	Miss Annie S. Gibson.
1069	do	St. Paul's School.	Frederick L. Gamage, A. M.
1070	Glens Falls	Glens Falls Academy	Albert Sewall Cox
1071	Hamilton	Colgate Academy	Frank L. Shepardson.
1072	Hartwick Seminary	Hartwick Seminary	John G. Traver, D. D.
1073	Hawthorne	Concordia Progymnasium	H. Feth.
1074	Hempstead, L. I.	Hempstead Institute*	Hempstead Institute for Boys
1075	Hornellsville	St. Ann's Academic School.	Rev. Francis J. Naughten
1076	Irvington-on-Hudson	The Bennett School.	Miss May F. Bennett.
1077	Ithaca	Cascadilla School.	Charles V. Parsell
1078	do	University Preparatory School.	Frederick B. Eaton
1079	Keeseville	McAuley Academic School	Sister M. Wilfrid O'Reilly
1080	Keuka Park	Keuka Institute*	Frank Carney
1081	Kings Bridge	Academy of Mount St. Vincent.	Margaret M. Maher.
1082	Lakemont	Palmer Institute.	Martyn Summerbell, D. D.
1083	Lima	Genesee Wesleyan Seminary.	Rev. B. W. Hutchinson, D. D.
1084	Lockport	St. Joseph's Academy and Industrial Female School.	Sister Antonia
1085	Locust Valley	Friends' Academy	A. Davis Jackson
1086	Macedon Center	Macedon Academy	Jenny M. Allen
1087	Manlius	St. John's School	William Verbeck
1088	Marion	Marion Collegiate Institute.	Hermon E. Bradley, A. B.

*Statistics of 1900-1901.

other private secondary schools for the scholastic year 1901-2—Continued.

Religious denomination.	Secondary instructors.		Students.																Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary pupils, including all below secondary grades.		Preparing for college.				Graduates in 1902.		College preparatory students in the class that graduated in 1902.										
							Classical course.		Scientific course.														
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22					
R. C	0	6	0	50	0	85	0	0	0	0	0	9	0	0	4	0	2,500	\$110,352	1038				
Nonsect . . .	1	11	8	57	70	70	8	15	0	0	0	7	0	2	4	0	3,000	60,000	1039				
Nonsect . . .	2	3	7	24	23	30	0	2	0	1	0	0	0	1,194	47,002	1040				
Nonsect . . .	1	2	12	0	18	0	1	0	9	0	3	0	2	0	4	0	1,500	55,000	1041				
R. C	0	10	0	69	50	156	0	0	0	50	0	3	0	0	4	0	2,720	282,560	1042				
R. C	6	0	85	0	35	0	.....	20	0	10	0	.....	.....	4	0	2,000	50,000	1043		
Epis	0	10	0	60	0	100	0	5	0	5	0	12	0	4	.....	1,500	63,000	1044				
R. C	0	6	0	54	51	119	0	1	0	0	5	0	1	4	0	580	164,750	1045					
Nonsect . . .	1	5	0	55	0	15	0	0	0	23	0	5	0	4	4	0	2,800	50,000	1046				
M. E.	2	8	0	42	0	11	0	0	0	5	0	8	0	1	4	0	2,668	32,400	1047				
R. C	0	3	25	25	75	75	1	1	1	1	1	2	1	4	0	600	5,500	1048					
M. E.	5	8	42	75	2	3	11	3	8	2	4	4	0	3,463	82,810	1049				
Friends . . .	3	6	27	27	9	4	5	10	2	0	2	10	1	4	4	0	650	40,000	1050				
Nonsect . . .	7	4	59	27	0	0	1	0	6	1	5	6	1	0	4	58	1,650	12,000	1051				
R. C	1	4	29	31	337	389	3	4	4	8	1	5	1	2	4	0	720	1052				
Nonsect . . .	4	1	29	0	7	0	3	0	18	0	3	0	3	0	5	0	450	1053				
Nonsect . . .	10	1	92	0	32	0	12	0	43	0	12	0	11	0	4	92	5,000	72,000	1054				
Nonsect . . .	0	2	22	28	30	25	2	1	4	7	.....	.....	.....	4	.....	2,000	29,000	1055	
Nonsect . . .	6	17	0	115	6	25	0	0	0	4	0	4	.....	4	.....	2,000	.....	1056		
Nonsect . . .	10	0	55	0	15	0	45	0	10	0	6	0	.....	6	0	1,200	250,000	1057				
Nonsect . . .	1	1	23	14	0	0	3	4	2	1	3	4	3	4	4	0	4,000	1058				
R. C	0	5	26	25	124	145	5	1	6	0	1	3	1	1	4	0	620	20,389	1059				
Nonsect . . .	1	0	15	13	0	0	1	0	0	0	1	0	0	0	4	0	320	2,754	1060				
Nonsect . . .	1	1	43	20	5	7	7	4	1	0	1	0	4	0	800	25,175	1061				
Nonsect . . .	4	1	21	0	6	0	6	0	4	0	4	0	4	0	21	1,000	25,000	1062					
Epis	3	1	16	0	0	0	4	0	12	0	2	0	2	0	6	0	600	25,000	1063				
Nonsect . . .	4	0	13	0	9	0	1	0	1	0	0	0	0	0	4	0	1,435	74,950	1064				
Nonsect . . .	5	0	16	0	34	0	2	0	.....	.....	8	0	2	0	16	600	45,100	1065			
Nonsect . . .	3	6	0	50	0	10	0	2	0	2	0	7	0	1	4	1,200	70,000	1066					
Nonsect . . .	4	2	25	30	28	24	.....	.....	.....	.....	1	3	0	2	4	2,402	80,000	1067	
P. E.	0	8	0	29	0	25	0	15	.....	.....	0	6	0	1	4	5,000	75,000	1068			
Epis	10	0	125	0	28	0	45	0	60	0	25	0	22	0	4	1,492	750,000	1069					
Nonsect . . .	2	1	60	30	30	20	2	0	10	2	3	5	3	2	4	8,000	21,000	1070					
Bapt.	7	0	141	0	0	0	45	0	80	0	14	0	14	0	4	2,500	91,000	1071					
Lutheran . .	6	3	86	14	10	2	5	0	2	0	8	3	1	0	4	5,512	35,000	1072					
Ev. Luth . .	3	0	26	0	0	0	18	0	0	0	4	0	4	0	3	750	65,000	1073					
Nonsect . . .	1	5	25	0	12	0	.....	.....	.....	.....	.....	.....	.....	14	500	20,000	1074	
R. C	1	1	10	10	165	265	.....	.....	.....	.....	.....	.....	.....	0	1,016	37,950	1075	
Nonsect . . .	0	8	0	25	0	5	0	1	0	0	0	3	0	1	4	500	50,000	1076					
Nonsect . . .	10	1	72	0	0	0	14	0	58	0	15	0	15	0	4	600	105,802	1077					
Nonsect . . .	6	2	80	2	0	0	12	2	69	0	18	2	18	2	4	200	35,000	1078					
R. C	0	3	6	25	14	40	0	2	0	0	0	4	0	1	4	1,093	14,000	1079					
Nonsect . . .	3	5	35	24	13	9	.....	.....	.....	.....	0	2	0	2	4	2,000	.....	1080
R. C	3	16	0	99	0	66	.....	.....	.....	.....	0	8	.....	4	0	7,362	352,588	1081
Christian . .	4	5	40	26	7	3	9	1	7	3	7	0	7	0	4	5,000	73,815	1082					
M. E.	6	4	88	110	9	9	15	8	5	0	16	20	8	6	4	5,000	94,000	1083					
R. C	0	6	0	38	266	366	0	0	0	0	0	1	0	0	4	1,223	91,110	1084					
Friends . . .	3	3	12	18	40	34	1	2	5	3	3	2	3	0	4	700	40,400	1085					
Nonsect . . .	0	2	12	7	7	4	2	0	0	0	1	2	1	0	4	200	2,000	1086					
Epis	11	0	141	0	17	0	6	0	23	0	10	0	.....	4	141	200	100,000	1087				
Bapt.	1	2	21	25	17	5	3	2	0	0	0	5	0	2	4	616	15,911	1088					

TABLE 44.—Statistics of private high schools, endowed academies, seminaries, and

	State and post-office.	Name.	Principal.
	1	2	3
	NEW YORK—continued.		
1089	Mohegan	Billinge's (Miss) School	Miss Louise Bilinge.....
1090	.....do	Mohegan Lake Military School...	Henry Waters and A. E. Linder, der.
1091	Montour Falls.....	Cook Academy.....	F. L. Lamson
1092	Moriah	Sherman Collegiate Institute*....	Berton L. Brown, A. M.....
1093	Mount Vernon	Lockwood Collegiate School.....	The Misses Lockwood.....
1094	New Brighton.....	Botsford's (Misses) School for Girls,*	Miss L. H. Botsford
1095	.....do	Staten Island Academy and Latin School.	Frederick E. Partington, A. M.
1096	Newburgh.....	Mackie's (Miss) School	Miss E. J. Mackie
1097	.....do	Mount St. Mary's Academy*	Sister M. Emmanucl.....
1098	New York (509 Fifth ave- nue).	Allen School.....	Francis B. Allen.....
1099	New York (117-119 West Onehundred and twenty- fifth street).	Barnard School for Boys.....	Wm. Livingston Hazen.....
1100	New York	Barnard School for Girls*	Katharinè H. Davis
1101	New York (5 West Seventy- fifth street).	Berkeley School	John Stuart White, LL. D.....
1102	New York (17 West Forty- fourth street).	Brearley School.....	James G. Crowell
1103	New York (132 West Sev- enty-first street).	Callisen's School for Boys	Adolph W. Callisen.....
1104	New York (721 Madison avenue).	The Chapin Collegiate School ...	Henry Barton Chapin, Ph. D., D. D.
1105	New York (2042 Fifth ave- nue).	Classical School for Girls	Helen M. Scoville
1106	New York (549 West End avenue).	Collegiate School for Girls	Miss Caroline M. Gerrish.....
1107	New York (241 West Sev- enty-seventh street).	Collegiate School	L. C. Mygatt
1108	New York (34 East Fifty- first street).	Columbia Grammar School*.....	Benjamin H. Campbell.....
1109	New York (270 West Sev- enty-second street).	Columbia Institute*	Edwin Fowler, M. D., A. B....
1110	New York (32 West For- tieth street).	Comstock School.....	Miss Lydia Day.....
1111	New York (20 East Fiftieth street).	The Cutler School	Arthur Hamilton Cutler
1112	New York (108 West Fifty- ninth street).	De La Salle Institute.....	Brother Agapas
1113	New York (9 East Forty- ninth street).	The Drisler School.....	Frank Drisler
1114	New York (15 West Forty- third street).	Dwight School.....	Arthur Williams
1115	New York (340 West Eighty- sixth street).	Ely's (Misses) School for Girls...	Miss Elizabeth L. Ely.....
1116	New York (Manhattan- ville).	Female Academy of the Sacred Heart.	Ellen Mahoney.....
1117	New York (226 East Six- teenth street).	Friends' Seminary	Edward B. Rawson
1118	New York (45 West Eighty- first street).	Hamilton Institute*	N. Archibald Shaw, jr
1119	New York	Holy Cross Academy	Sister Maria Concepta.....
1120	New York (607 Fifth ave- nue).	Home Boarding and Day School*.	Dr. and Mrs. C. H. Gardner....
1121	New York (726 Fifth ave- nue).	Huger's (Miss) Boarding and Day School for Girls.*	Miss M. D. Huger
1122	New York (35 West Eighty- fourth street).	Irving School.....	Louis Dwight Ray.....
1123	New York (44 Second street)	La Salle Academy	Brother James.....

* Statistics of 1900-1901.

other private secondary schools for the scholastic year 1901-2—Continued.

Religious denomination.	Secondary instructors.		Students.																Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
			Secondary students.		Elementary pupils, including all below secondary grades.		Preparing for college.				Graduates in 1902.		College preparatory students in the class that graduated in 1902.									
	Classical course.						Scientific course.		Male.	Female.					Male.	Female.	Male.	Female.				
1	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22				
Nonsect ...	0	2	0	7	0	2	0	0	...	...	0	1	...	...	6	0	200	\$40,000	1089
Nonsect ...	6	0	55	0	15	0	14	0	29	0	8	0	8	0	4	0	600	25,000	1090			
Nonsect ...	5	4	76	43	9	28	38	20	37	20	10	8	10	7	4	52	3,000	118,722	1091			
Nonsect ...	2	2	42	50	10	15	3	2	4	5	2	4	1	4	4	0	2,500	12,000	1092			
Nonsect ...	0	0	0	60	5	25	...	...	...	...	0	7	0	4	...	...	1,300	30,000	1093
Epis ...	1	6	0	20	2	30	0	6	0	0	0	4	0	3	5	0	200	...	1094			
Epis ...	5	4	40	35	90	100	20	25	20	10	6	8	4	5	4	0	9,279	105,000	1095			
Nonsect ...	0	3	0	44	0	16	0	2	...	...	0	5	...	...	0	900	...	...	1096
R. C ...	0	0	0	35	0	0	0	2	0	20	0	8	...	...	4	0	1,500	40,326	1097	
Nonsect ...	5	0	27	0	10	0	12	0	3	0	1	0	0	0	4	0	200	500	1098			
Nonsect ...	8	2	60	0	72	0	30	0	25	0	12	0	8	0	4	60	5,000	70,600	1099			
Nonsect ...	0	4	0	25	25	100	0	3	0	2	0	6	0	1	4	20	300	10,000	1100			
Nonsect ...	10	0	70	0	40	0	40	0	30	0	15	0	12	0	4	70	1,500	100,000	1101			
Nonsect ...	0	7	0	170	0	70	0	30	0	0	0	28	...	...	5	0	5,500	220,000	1102	
Nonsect ...	5	0	20	0	20	0	8	0	7	0	4	0	4	0	4	0	300	40,000	1103			
Nonsect ...	5	2	22	0	31	0	8	0	10	0	5	0	4	0	4	0	...	...	1104	
Christian ..	0	5	0	45	0	30	0	5	...	...	0	5	0	2	2	...	200	100,000	1105	
Nonsect ...	0	4	0	25	0	0	0	10	...	...	...	...	...	...	...	...	...	...	1106
Nonsect ...	7	1	50	0	128	0	...	...	...	...	11	0	11	0	4	50	700	...	1107
Nonsect ...	15	0	113	0	39	0	35	0	54	0	28	0	19	0	4	0	530	...	1108			
Nonsect ...	7	1	40	0	113	0	22	0	18	0	6	0	6	0	3	40	300	12,000	1109			
Nonsect ...	0	3	0	23	0	0	0	18	...	...	0	6	0	3	...	1,200	...	...	1110
Nonsect ...	15	4	105	0	100	0	32	0	36	0	28	0	28	0	4	0	500	200,000	1111			
R. C ...	6	0	78	0	45	0	...	...	26	0	...	...	...	...	4	78	5,000	500,000	1112
Nonsect ...	5	0	21	0	19	0	10	0	8	0	7	0	7	0	4	0	...	...	1113	
Nonsect ...	2	0	60	0	40	0	...	...	...	...	37	0	24	0	4	...	500	75,000	1114
Protestant .	7	19	0	100	0	25	...	...	0	8	0	15	0	0	4	...	1,000	600,000	1115	
R. C ...	0	18	0	118	0	133	0	0	0	0	0	11	0	0	4	0	7,621	998,325	1116			
Friends ...	3	6	27	28	53	57	2	1	11	1	0	0	0	0	4	0	250	...	1117			
Nonsect ...	10	0	30	0	64	0	15	0	15	0	6	0	4	0	4	30	500	...	1118			
R. C ...	2	8	0	50	0	150	...	...	...	...	0	4	...	...	4	0	1,910	268,033	1119
Presb ...	0	6	0	54	0	21	...	...	...	...	0	10	0	4	...	...	...	...	1120
Nonsect ...	5	10	0	39	0	0	...	...	...	...	...	...	...	...	...	...	...	...	1121
Nonsect ...	8	0	35	0	61	0	29	0	4	0	4	0	4	0	5	0	1,000	35,000	1122			
R. C ...	7	0	66	0	18	0	...	...	5	0	6	0	4	0	4	0	2,617	123,650	1123	

TABLE 44.—*Statistics of private high schools, endowed academies, seminaries, and*

State and post-office.	Name.	Principal.
1	2	3
NEW YORK—continued.		
1124 New York (306 West Seventy-second street).	McFee's (Misses) Boarding and Day School.	Miss Catherine McFee.....
1125 New York (914 West End avenue).	Merington (Miss) School for Girls.	Miss Mary E. Merington.....
1126 New York (311 West Eighty-second street).	Montpelier Home School for Girls.	Mrs. T. Tilston Greene.....
1127 New York (1 West Forty-sixth street).	Morse and Rogers School for Boys.	James K. Morse.....
1128 New York (778-780 Madison street).	Moses (Miss) (Madison) School for Girls.*	Miss Rosalie Moses.....
1129 New York (117 West Eighty-fifth street).	Murphy's (Miss) School.....	Eva R. Murphy.....
1130 New York (241 Lenox avenue).	New York Collegiate Institute*..	Miss Mary Schoonmaker.....
1131 New York (175-180 West Seventy-fifth street).	Rayson (Misses) School for Girls..	The Misses Rayson.....
1132 New York (315 Riverside Drive).	Riverside School for Girls.....	Edith Cooper Hartman.....
1133 New York (279 Madison avenue).	Roberts's (Miss) School.....	Miss Roberts.....
1134 New York (Eighty-fourth street and West End avenue).	Rugby Military Academy*.....	Clinton Burling.....
1135 New York (38 West Fifty-ninth street).	Sachs's Collegiate Institute (boys).	Julius Sachs.....
1136 New York (116 West Fifty-ninth street).	Sachs's School for Girls.....	...do.....
1137 New York (557-559 West End avenue).	St. Agatha School.....	Miss Emma G. Sebring, A. M..
1138 New York (313-315 East Sixteenth street).	St. Brigid's Academic School of Manhattan.	Sister M. Leocadia.....
1139 New York (231 East Seventeenth street).	St. John Baptist School.....	Sister in charge.....
1140 New York (229-231 East Broadway).	St. Mary's Academy*.....	Sister M. Frederica.....
1141 New York (8 East Forty-sixth street).	St. Mary's School.....	Sister Superior.....
1142 New York (6 West Forty-eighth street).	Spence's (Miss) School for Girls..	Miss Clara B. Spence.....
1143 New York (1180-1182 Park avenue).	Ursuline Academy.....	Mother M. Ignatius.....
1144 New York (160 West Seventy-fourth street).	The Veltin School*.....	Miss Louise Veltin.....
1145 New York (139 East Seventy-ninth street).	Villa Maria Academy.....	Sister St. Euphrosine.....
1146 New York (622 Fifth avenue).	Wilson and Lyon School*.....	F. F. Wilson, A. M., and E. D. Lyon, Ph. D.
1147 Niagara Falls (Station A) ..	De Veaux College.....	Wm. Stanley Barrows, M. A..
1148 Nyack.....	Hudson River Military Academy.	Capt. Joel Wilson, A. M.
1149 ..do.....	Rockland Military Academy.....	Elmer E. French, A. M.
1150 Oakfield.....	Cary Collegiate Seminary*.....	Rev. Curtis Carlos Gove, M. A.
1151 Ossining.....	Holbrook's School.....	Dudley B. Holbrook.....
1152 ..do.....	Mt. Pleasant Military Academy..	C. F. Brusie.....
1153 ..do.....	Ossining School (girls).....	Miss Clara C. Fuller.....
1154 ..do.....	St. John's School (military).....	Wm. A. Ranney.....
1155 Peekskill.....	The Institute.....	Charles Unterreiner.....
1156 ..do.....	Mohegan Lake School*.....	Henry Waters.....
1157 ..do.....	Peekskill Military Academy.....	L. H. Orleman, jr.....
1158 ..do.....	St. Gabriel's School.....	Sister Esther.....
1159 Pelham Manor.....	School for Girls (Mrs. Hazen's) ..	Mrs. John Cunningham Hazen.
1160 Pike.....	Pike Seminary.....	T. I. Gifford.....

* Statistics of 1900-1901.

other private secondary schools for the scholastic year 1901-2—Continued.

Religious denomination.	Secondary instructors.		Students.																Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
			Secondary students.		Elementary pupils, including all below secondary grades.		Preparing for college.				Graduates in 1902.		College preparatory students in the class that graduated in 1902.									
							Classical course.		Scientific course.													
							Male.	Female.	Male.	Female.					Male.	Female.	Male.	Female.				
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22				
Protestant.	0	7	0	11	0	1	0	5	0	0	0	0	0	0	0	4	0	910	\$4,000	1124		
Nonsect ...	0	5	0	58	0	0	0	0	0	0	0	0	0	7	0	4	0	500		1125		
Nonsect ...	0	2	0	16	0	0	0	0	0	0	0	0	0	0	0	0	0	0		1126		
Nonsect ...	5	2	20	0	10	0	18	0	2	0	2	0	2	0	4	0	0	500		1127		
Nonsect ...	1	9	0	27	0	15	0	7	0	0	0	0	8	0	2	4	0	800		1128		
Nonsect ...	0	4	0	10	10	25	0	1	0	0	0	0	0	0	0	0	0	250	500	1129		
Nonsect ...	1	10	0	50	10	100	0	6			0	12	0	2	4	0				1130		
Christian ..	0	12	0	70	0	30	0	8	0	1	0	10	0	0	6	0	1,000			1131		
Nonsect ...	2	9	0	17	0	2	0	0	0	0	0	2	0	0	0	0	500	70,000		1132		
Nonsect ...	1	4	0	25	0	0														1133		
Nonsect ...	4	0	60	0	0	0	10	0	10	0	0	0	0	0	0	60				1134		
Nonsect ...	9	3	73	0	61	0	27	0	15	0	24	0	20	0	4	0	500	120,000		1135		
Nonsect ...	5	12	0	115	0	55	0	0	0	25	0	30	0	5	4			107,000		1136		
Epis	0	1	0	4	0	64									4		500	150,000		1137		
R. C	1	4	8	23	68	17					0	3				0	604	36,630		1138		
Epis	0	7	0	30	0	0	0	0	0	0	0	1	0	0	5	0	500			1139		
R. C	0	4	0	20	2	15	0	1												1140		
Epis	0	16	0	84	0	48	0	10	0	3	0	12	0	4	5		3,300			1141		
Nonsect ...	0	22	0	140	0	80	0	8			0	33	0	3	5		3,500			1142		
R. C	2	5	0	83	12	40	0	0	0	0	0	17	0	0	4	0	565	73,525		1143		
Nonsect ...	0	17	0	150	0	100	0	10			0	26	0	6		1,000	125,000			1144		
R. C	0	3	0	23	0	127	0	0	0	0	0	0	0	0	3	0	900			1145		
Nonsect ...	5	0	39	0	33	0	20	0	14	0	11	0	11	0	4	0	300			1146		
Epis	4	0	21	0	4	0	5	0	0	0	2	0	0	0	4	21	1,415	158,325		1147		
Nonsect ...	6	0	25	0	40	0	2	0	6	0	2	0	0	0	4	25	500	80,000		1148		
Nonsect ...	5	3	45	0	39	0	15	0	20	0	4	2	2	0	45	1,000	25,000			1149		
Epis	1	2	6	18	2	10	5	15	2	0	2	0	1	4	0	947	575			1150		
Nonsect ...	10	0	80	0	20	0	20	0	50	0	21	0	21	0	80	4,000	150,000			1151		
Nonsect ...	4	0	46	0	37	0	10	0	30	0	7	0	4	0	46	10,000	100,000			1152		
Nonsect ...	1	17	0	43	13	41					0	4			4	2,000	40,000			1153		
Nonsect ...	4	3	22	0	4	0	3	0	2	0					4	22	900	70,000		1154		
Nonsect ...	1	1	18	20	15	0	0	2	0	0	8	15	2	0	4	1,200	20,000			1155		
Nonsect ...	6	0	40	0	18	0	2	0	8	0	5	0	5	0	4	400	25,000			1156		
Nonsect ...	9	0	92	0	14	0	3	0	20	0	19	0	12	0	4	92	1,000			1157		
Epis	0	4	0	44	0	20	0	8			0	8			0	800				1158		
Nonsect ...	0	6	0	92	3	21					0	18			4	500				1159		
Nonsect ...	2	1	25	17	11	12	3	1			8	2				860	15,242			1160		

TABLE 44.—Statistics of private high schools, endowed academies, seminaries, and

State and post-office.	Name.	Principal.
1	2	3
NEW YORK—continued.		
1161 Plattsburg.....	D'Youville Academy.....	Sister Marie de la Victoire.....
1162 Port Henry.....	Champlain Academy.....	Sister M. Gabriels.....
1163 Poughkeepsie.....	Lyndon Hall School for Girls.....	Samuel W. Buck.....
1164 ..do.....	Putnam Hall.....	Ellen C. Bartlett.....
1165 ..do.....	Quincy School.....	Miss Mary C. Alliger.....
1166 ..do.....	Riverview Military Academy.....	Joseph B. Bisbee, M. A.....
1167 Randolph.....	Chamberlain Institute.....	E. A. Bishop, A. M., D. D.....
1168 Rochester (218 Cutler Building).	The Bradstreet School.....	J. Howard Bradstreet.....
1169 Rochester (127 North Goodman street).	Columbia School.....	Caroline Milliman.....
1170 Rochester (86 East avenue).	The Cruttenden School.....	Miss L. H. Hakes.....
1171 Rochester (2 Prince street).	Female Academy of the Sacred Heart.	Mme. Augusta Pardon.....
1172 Rochester.....	Livingston Park Seminary.....	Mrs. Eurith Trabue Rebaz.....
1173 ..do.....	Nazareth Academy.....	Thomas F. Hickey.....
1174 Rochester (77 South Fitzhugh street).	Nichols's (Misses) School.....	Misses J. H. and M. D. Nichols.....
1175 Rochester (330 Central avenue).	Wagner Memorial Lutheran College.	John Nicum, D. D.....
1176 Rome.....	St. Peter's Academy.....	Sister M. Patrick.....
1177 Rondout.....	St. Mary's Academy.....	Sister M. Eligins.....
1178 Rye.....	Rye Seminary*.....	Miss Harriet T. Stone.....
1179 Sag Harbor.....	Academy of the Sacred Heart*.....	Mother Basile.....
1180 Scarsdale.....	St. David's Hall.....	W. L. Evans, M. A.....
1181 Sherwood.....	Sherwood Select School.....	A. Gertrude Flanders.....
1182 Sodus.....	Sodus Academy.....	Elisha Curtiss.....
1183 Southold.....	Southold Academy.....	E. Gertrude Somes.....
1184 Suffern.....	Herbert Preparatory School.....	Wm. J. Eckoff.....
1185 Syracuse.....	St. John's Catholic Academy.....	Rev. Michael Clune.....
1186 Tarrytown.....	Irving Institute*.....	John M. Furman.....
1187 ..do.....	Emma Willard School (Troy Female Seminary).	Anna Leach.....
1188 ..do.....	La Salle Institute.....	Brother Aelred.....
1189 ..do.....	St. Peter's Academy.....	Sister M. Odilia.....
1190 ..do.....	Troy Academy.....	F. C. Barnes.....
1191 Union Springs.....	The Oakwood Seminary.....	Francis N. Maxfield, A. B.....
1192 Utica.....	Balliol School* (Utica Female Academy).	Louise S. B. Saunders.....
1193 ..do.....	Utica Catholic Academy*.....	Rev. James S. M. Lynch, D. D.....
1194 Verona.....	The Home School*.....	Mrs. Theodosia M. Foster.....
1195 Walworth.....	Walworth Academy.....	Carrol A. Mider.....
1196 Westchester.....	Sacred Heart Academy.....	Brother Edmund.....
1197 West New Brighton.....	Westerleigh Collegiate Institute.....	Wilber Strong.....
1198 Whitestone.....	Sacred Heart Academy.....	Sister M. Perpetua.....
1199 Yonkers.....	The Halsted School.....	Miss Mary Sicard Jenkins.....
NORTH CAROLINA.		
1200 Advance.....	Advance High School.....	J. Minor, A. B.....
1201 Albemarle.....	Englewood Boarding School.....	Helen J. Northrup.....
1202 Asheville.....	The Bingham School.....	Robert Bingham.....
1203 ..do.....	Home and Day School for Girls.....	Miss Harriet A. Champion.....
1204 Auburn.....	Mount Moriah Academy.....	Rev. M. A. Adams.....
1205 Augusta.....	Hodges School*.....	John D. Hodges, A. M.....
1206 Beaufort.....	Beaufort High School.....	S. D. Bagley.....
1207 ..do.....	St. Paul's School*.....	Rev. Thomas P. Noe, M. A., B. D.....
1208 ..do.....	Washburn Seminary.....	B. D. Rowlee.....
1209 Belmont.....	Sacred Heart Academy.....	Mother Mary Teresa.....
1210 Belvidere.....	Belvidere Academy.....	Mary J. White.....
1211 Belwood.....	Belwood Institute*.....	M. B. and C. R. Clegg.....

* Statistics of 1900-1901.

other private secondary schools for the scholastic year 1901-2—Continued.

Religious denomination.	Secondary instructors.		Students.																Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
			Secondary students.		Elementary pupils, including all below secondary grades.		Preparing for college.		Graduates in 1902.		College preparatory students in the class that graduated in 1902.											
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.						
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22				
R. C	0	4	0	45	15	120	0	0	0	0	0	6	0	0	2	4	0	582	\$30,000	1161		
R. C	0	3	21	25	68	87	2	3	.....	.....	0	4	0	1	4	0	500	12,000	1162	
Nonsect	1	6	0	30	13	52	0	12	.....	.....	0	14	0	6	4	.....	.....	.....	.....	1163
Nonsect	0	6	0	21	0	7	0	10	.....	.....	0	2	0	2	0	0	300	.....	.....	1164
Nonsect	0	3	10	30	50	70	0	15	0	15	0	2	0	2	3	0	500	.....	.....	1165
Nonsect	2	0	12	0	25	0	24	0	52	0	5	0	0	2	5	123	.....	.....	.....	1166
M. E.	4	3	41	49	1	0	0	0	0	0	5	6	4	0	4	0	2,659	84,260	.....	1167	
Nonsect	7	2	65	0	18	0	19	0	40	0	8	0	8	0	4	0	400	.....	.....	1168
Nonsect	0	4	0	20	27	78	0	6	.....	.....	0	2	0	2	4	.....	.....	12,000	.....	1169
Nonsect	0	6	0	61	5	42	.....	.....	0	20	0	5	0	2	4	.....	1,700	.....	.....	1170
R. C	2	18	0	45	0	35	0	4	0	2	0	4	0	4	5	0	4,000	100,000	.....	1171	
Nonsect	0	5	0	34	.....	.....	.....	.....	.....	.....	0	5	.....	.....	4	.....	500	.....	.....	1172
R. C	0	19	0	95	0	100	0	3	0	0	0	25	0	1	4	0	4,638	160,560	.....	1173	
Nonsect	0	5	0	24	0	2	0	2	.....	.....	0	5	.....	.....	4	.....	.....	.....	.....	1174
Ev. Luth ..	5	0	38	0	0	0	.....	.....	.....	.....	6	0	.....	.....	6	0	1,100	20,000	.....	1175
R. C	0	2	0	44	0	56	0	7	0	0	0	7	0	5	4	0	1,200	58,774	.....	1176	
R. C	0	2	5	15	15	15	2	3	1	0	0	2	0	2	5	0	500	.....	.....	1177
Nonsect	4	13	0	112	0	0	0	12	.....	.....	0	14	0	6	.....	.....	.....	.....	.....	1178
R. C	0	2	0	6	10	20	.....	.....	.....	.....	0	1	.....	.....	4	.....	50	.....	.....	1179
Epis	1	0	15	0	0	5	0	5	0	0	0	1	0	0	4	0	40	20,000	.....	1180	
Nonsect	0	3	4	12	2	1	0	0	0	0	1	0	0	4	0	40	.....	.....	.....	1181
Nonsect	1	4	50	70	50	0	2	1	.....	.....	4	0	1	0	4	500	3,000	.....	.....	1182
Presb.	0	1	14	4	0	0	2	0	1	0	0	0	0	0	4	50	3,700	.....	.....	1183
Nonsect	2	2	10	8	4	3	.....	.....	.....	.....	.....	.....	.....	4	0	400	10,000	.....	.....	1184
R. C	1	3	20	24	90	156	1	0	0	0	2	2	2	2	4	1,813	43,708	.....	.....	1185
Nonsect	4	1	26	0	20	0	1	0	12	0	4	0	3	0	4	3,000	.....	.....	.....	1186
Nonsect	0	10	0	51	3	94	0	2	0	0	0	4	0	2	4	2,635	259,867	.....	.....	1187
R. C	2	0	94	0	104	0	0	0	5	0	9	0	5	0	4	94	2,973	31,580	.....	1188	
R. C	2	3	11	36	364	0	0	1	0	2	4	1	0	4	0	1,073	68,391	.....	.....	1189
Nonsect	7	0	100	0	26	0	.....	.....	.....	.....	21	0	21	0	4	1,100	27,350	.....	.....	1190
Friends ..	2	4	12	16	12	7	1	1	3	3	1	1	1	1	4	2,300	20,000	.....	.....	1191
Nonsect	0	11	0	39	0	40	0	3	.....	.....	0	2	0	1	5	2,000	95,000	.....	.....	1192
R. C	4	6	22	29	208	321	14	25	0	0	6	6	.....	.....	4	0	1,500	.....	.....	1193
Nonsect	0	3	1	4	0	0	1	1	0	1	.....	.....	.....	.....	.....	1,000	.....	.....	.....	1194
Nonsect	1	1	15	29	8	8	.....	.....	.....	.....	0	0	0	0	4	0	9,000	.....	.....	1195
R. C	5	0	40	0	75	0	0	0	20	0	2	0	0	4	40	1,200	501,100	.....	.....	1196
Nonsect	2	6	72	35	87	70	8	7	.....	.....	8	7	8	7	4	1,164	25,000	.....	.....	1197
R. C	3	0	10	0	30	0	5	0	.....	.....	3	0	.....	.....	10	.....	.....	.....	.....	1198
Nonsect	0	8	5	27	45	61	5	11	.....	.....	0	3	0	3	5	350	35,000	.....	.....	1199
Nonsect	2	0	35	25	10	25	.....	.....	.....	.....	.....	.....	.....	.....	3	.....	800	.....	.....	1200
Presb. So ..	0	1	0	5	2	31	.....	.....	.....	.....	0	0	0	0	0	.....	2,500	.....	.....	1201
Nonsect	7	0	150	0	0	0	25	0	25	0	12	0	12	0	4	150	2,000	60,000	.....	1202	
Nonsect	0	3	3	7	3	8	.....	.....	.....	.....	.....	.....	.....	.....	4	500	.....	.....	.....	1203
Nonsect	1	2	28	25	18	17	4	3	.....	.....	.....	.....	.....	.....	4	45	750	.....	.....	1204
Nonsect	1	1	22	10	12	6	16	10	.....	.....	.....	.....	.....	.....	4	1,000	4,000	.....	.....	1205
M. E. So.	0	2	24	23	56	50	3	8	2	0	.....	.....	.....	.....	2	.....	3,000	.....	.....	1206
Nonsect	1	1	10	10	70	130	.....	.....	.....	.....	.....	.....	.....	.....	4	500	5,000	.....	.....	1207
Nonsect	0	1	9	16	58	74	1	0	.....	.....	1	1	1	0	4	50	6,250	.....	.....	1208
R. C	0	3	0	25	0	15	.....	.....	.....	.....	0	1	.....	.....	.....	800	40,000	.....	.....	1209
Friends	0	1	12	14	15	43	.....	.....	.....	.....	.....	.....	.....	.....	0	60	1,000	.....	.....	1210
M. E. So.	2	0	40	40	45	40	2	2	1	0	2	1	2	1	4	0	3,500	.....	.....	1211

TABLE 44.—Statistics of private high schools, endowed academies, seminaries, and

State and post-office.	Name.	Principal.
1	2	3
NORTH CAROLINA—cont'd.		
1212 Bethel Hill	Bethel Hill Institute *	Rev. J. A. Beam
1213 Big Lick	Big Lick Academy	D. M. Stallings, A. B.
1214 Boomer	Boomer High School	J. A. Boldin
1215 Boonville	Yadkin Valley Institute	R. B. Horn
1216 Buies Creek	Buies Creek Academy	Rev. J. A. Campbell
1217 Burgaw	Burgaw Academy *	Milton McIntosh
1218 Caldwell Institute	Caldwell Institute	J. M. Roberts, A. B.
1219 Carthage	Carthage Academic Institute	C. M. McIntosh, A. B.
1220 Cary	Cary High School	A. F. Sams
1221 Cedar Rock	Cedar Rock Academy *	T. H. Sledge
1222 Charlotte	Charlotte Military Institute	J. G. Baird
1223 Chocowinity	Trinity School *	N. C. Hughes
1224 Clyde	Haywood High School	V. O. Parker
1225 Cobbs	Bellevue High School	James W. Lovingood
1226 Concord	Scotia Seminary	D. J. Satterfield, D. D.
1227 Conover	Concordia College	Rev. G. A. Romoser
1228 Crescent	Crescent Academy and Business College	J. M. Lyrerly, A. M.
1229 Dalton	Dalton Institute	W. A. Flynt
1230 Dunn	Dunn High School *	J. D. Ezzell
1231 Durham	Trinity Park High School	J. F. Bivins
1232 Egletown	Aurora Academy	Edgar Thomas Snipes
1233 Elizabeth City	Atlantic Collegiate Institute	S. L. Sheep
1234 Farmer	Farmer Institute	Eugene Harris
1235 Fayetteville	Donaldson-Davidson Academy	John S. Simpson
1236 Finch	Stanhope High School	H. M. Loy
1237 Flint	Leesville High School	J. E. Dowd
1238 Franklin	Franklin High School	M. D. Billings
1239 Franklinton	Franklinton Christian College *	Rev. Z. A. Poste
1240 Gastonia	Gaston Academy *	Robert H. Lafferty
1241 Glenwood	Glenwood Academy *	J. E. Hudson
1242 Goldston	Goldston Academy *	James R. Rives
1243 Hayesville	Hayesville High School	O. M. Mull
1244 Hertford	Perquimans Academy	S. T. Liles
1245 Ilex	Holly Grove Academy *	C. J. Hileman
1246 Jonesboro	Jonesboro High School *	Palmer Dalrymple
1247 Jonesville	Jonesville Academy *	J. T. Smith
1248 Kernersville	Kernersville Academy	G. W. Mewborn
1249 Kings Mountain	Lincoln Academy	Lillian S. Cathcart
1250 Kingston	Lewis's School	Richard H. Lewis, M. D.
1251 Lenoir	Davenport College	Rev. R. C. Craven
1252 Louisburg	Louisburg Male Academy *	Ernest Sims Morton, A. B.
1253 Lumberton	Robeson Institute	O. J. Peterson
1254 Madison	Madison Institute *	J. M. Weatherly
1255 Marshall	Marshall Academy *	W. A. Coe
1256 Marshallberg	Graham Seminary	Rev. C. M. Levister
1257 Marshville	Marshville Academy	R. L. Honeycutt
1258 Mars Hill	Mars Hill College	S. J. Moore
1259 Mebane	The Bingham School	Preston Lewis Gray
1260 Mizpah	Mountain View Institute	M. T. Chilton
1261 Mocksville	Eaton and Clements (Misses) School	Miss Mattie M. Eaton
1262 Morganton	Patton School *	R. L. Patton
1263 Morven	Morven High School	Joseph E. Avent
1264 Mount Pleasant	Mount Amœna Seminary *	Rev. J. H. C. Fisher
1265 Mount Vernon Springs	Mount Vernon Springs Academy *	S. A. Underwood
1266 North Wilkesboro	Academic and Industrial Institute	E. M. Gilliard
1267 Norwood	Norwood High School	R. C. Willis, A. B.
1268 Oak Ridge	Oak Ridge Institute	J. A. and M. H. Holt
1269 Oxford	Horner Military School *	J. C. Horner

* Statistics of 1900-1901.

TABLE 44.—Statistics of private high schools, endowed academies, seminaries, and

State and post-office.	Name.	Principal.
1	2	3
NORTH CAROLINA—cont'd.		
1270 Palmerville	Yadkin's Mineral Springs Academy.	E. F. Eddins, A. B.
1271 Pee Dee	Barrett Collegiate and Industrial Institute.	A. M. Barrett, A. M., D. D.
1272 Penelope	Penelope Academy	C. M. Murehison
1273 Pinnacle	Pinnacle Institute	Samuel W. Hall
1274 Raleigh	Mount Moriah Academy*	Rev. M. A. Adams
1275 ..do	Raleigh Male Academy	Hugh Morson
1276 ..do	St. Augustine's School	Rev. A. B. Hunter
1277 ..do	St. Mary's School	T. D. Bratton, D. D.
1278 Red Springs	North Carolina Military Academy.	Clarence A. Short
1279 Reidsville	Reidsville Seminary	Wm. F. Orr, A. M.
1280 Rutherford College	Rutherford College	Charles C. Weaver
1281 Salemburg	Salem High School	J. J. Hendren
1282 Saluda	Saluda Seminary	Fidelia Sheldon
1283 Shallotte	Shallotte Preparatory School	George Leonard
1284 Sparta	Sparta Institute	S. W. Brown
1285 Sunshine	Sunshine Institute	R. L. Fruit
1286 Taylorsville	Taylorsville Collegiate-Institute*	Rev. J. A. White
1287 Union Ridge	Union Ridge Academy*	Thos. W. Strowd
1288 Wakefield	Wakefield English and Classical School.	R. E. Sentelle
1289 Walnut Cove	Walnut Cove High School	Joseph Aden
1290 Warrenton	Warrenton High School	John Graham
1291 Weldon	The Weldon Academy	W. M. Stancell
1292 Whitsett	Whitsett Institute	W. T. Whitsett, Ph. D., president.
1293 Why Not	Why Not Academy and Business Institute.	G. F. Garner
1294 Wilmington	Alderman's (Miss) School*	Miss Mary L. Alderman
1295 ..do	Cape Fear Academy	Washington Catlett
1296 Windsor	Bertie Academy	W. S. Etheridge
1297 Winston-Salem	Salem Boys' School	James F. Brower
1298 Winton	Waters Normal Institute	C. S. Brown, D. D.
1299 Woodland	Woodland High School	N. W. Britton
1300 Yadkin College	Yadkin Collegiate Institute	W. T. & J. F. Totten
NORTH DAKOTA.		
1301 Grand Forks	St. Bernard's College	Mother Stanislaus
1302 Jamestown	St. John's Academy	Sisters of St. Joseph
OHIO.		
1303 Austinburg	Grand River Institute	Granville W. Mooney
1304 Barnesville	Friend's Boarding School	Jesse Edgerton
1305 Bluffton	Central Mennonite College	Noah Calvin Herschy
1306 Cedar Point	St. Gregory Seminary	Henry Brinkmeyer
1307 Cincinnati	The Bartholomew-Clifton School	Miss E. Antoinette Ely, A. M.
1308 Cincinnati (724 Oak street)	Butler (Miss) School for Girls	Miss Sarah Butler
1309 Cincinnati (148 East Fourth street)	The Collegiate School	Rev. J. Babin, A. B.
1310 Cincinnati (Walnut Hills)	Educational Institute	Alois Schmidt
1311 Cincinnati (Clifton)	Female Academy of the Sacred Heart.	Madam Elden
1312 Cincinnati (Walnut Hills)	Franklin School	J. E. White, G. S. Sykes
1313 Cincinnati (1859 Madison Road)	Fredin's (Madame) School (Eden Park School)	Madame Fredin
1314 Cincinnati (2643 Bellevue avenue)	Lupton's (Miss) School for Girls	Miss Katharine M. Lupton

*Statistics of 1900-1901.

TABLE 44.—Statistics of private high schools, endowed academies, seminaries, and

	State and post-office.	Name.	Principal.
	1	2	3
	OHIO—continued.		
1315	Cincinnati (College Hill)...	Ohio Military Institute	W. L. Siling, Ph. D
1316	Cincinnati (1615 Vine street)	St. Francis Seraphicus College....	Dennis Engelhard, O. F. M. ...
1317	Cincinnati (East Sixth street).	St. Mary's Educational Institute ..	Sister Mary Borgia
1318	Cincinnati.....	St. Mary's Female Educational Institute.	Sisters of Notre Dame
1319	Cincinnati (Oak and May streets).	Ursuline Academy*	Sister M. Angela.....
1320	Cleveland (768-770 Euclid avenue).	Hathaway Brown's School for Girls.	Miss Mary E. Spencer
1321	Cleveland (2165 Euclid avenue).	Laurel Institute.....	Jennie Warren Prentiss
1322	Cleveland (1020 Prospect avenue).	Mittleberger's (Miss) School for Girls.	Augusta Mittleberger
1323	Cleveland (895 Second avenue).	University School.....	George D. Pettee
1324	Cleveland (Willson and Scovill).	Ursuline Academy.....	Mother M. Peter, superioress.
1325	Columbus (151 East Broad street).	Phelps (Miss) English and Classical School.*	Miss Lucretia M. Phelps.....
1326	Columbus (331 East Rich street).	St. Joseph's Academy.....	Sisters of Notre Dame
1327	Columbus (101 North High street).	Thompson's Preparatory School*.	J. T. Thompson.....
1328	Columbus (187 East Broad street).	The University School.....	Frank Theodore Cole.....
1329	Crawfis College.....	Crawfis College	J. T. Fairchild
1330	Damascus.....	Damascus Academy	Ercy C. Kerr, B. A
1331	Dayton (17 Third street East).	English and Classical School for Boys and Girls.	Albert D. Shauk.....
1332	Dayton (Ludlow and Franklin streets).	Notre Dame Academy	Sisters of Notre Dame
1333	Dayton	St. Mary's Institute	Charles Eichner
1334	Gambier	Harcourt Place Seminary*	Mrs. Ada I. Ayer Hills.....
1335	Glendale	Glendale College	Miss R. J. De Vore
1336	Hudson	Western Reserve Academy	Charles T. Hickok
1337	Marion	St. Mary's School*	Rev. M. Mulvihill.....
1338	New Lexington	St. Aloysius Academy.....	Mother Gonzaga
1339	Oak Hill	Providence University.....	G. James Jones
1340	Pleasantville.....	Fairfield Academy*	C. C. Webb
1341	Reading.....	Mount Notre Dame Academy	Sister Catherine Aloysius
1342	St. Martin	Ursuline Academy for Young Ladies.	Sister M. Baptista
1343	Savannah	Savannah Academy	W. J. Machwart
1344	South New Lyme.....	New Lyme Institute	W. H. Van Fossan
1345	Tiffin	College of Ursuline Sisters	Ursuline Sisters
1346	Toledo.....	Ursuline Academy	Mother Superior
1347	Urbana.....	Urbana University	John H. Williams, A. M.
1348	West Farmington	Western Reserve Seminary	William H. Dye, A. M., B. D., Ph. D.
1349	Zanesville	Putnam Seminary*.....	Mrs. Helen B. Colt
	OKLAHOMA.		
1350	Carrier	Northwestern Academy	W. H. LeBar, A. M
1351	Guthrie	St. Joseph's Academy.....	Mother Mary Joseph
1352	Kingfisher.....	Kingfisher College*	Julius Temple House.....

* Statistics of 1900-1901.

other private secondary schools for the scholastic year 1901-2—Continued.

Religious denomination.	Secondary instructors.		Students.																Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
			Secondary students.		Elementary pupils, including all below secondary grades.				Preparing for college.				Graduates in 1902.		College preparatory students in the class that graduated in 1902.							
					Classical course.		Scientific course.															
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Nonsect ...	6	0	50	0	10	0	17	0	21	0	7	0	7	0	7	0	4	50	1,000	\$100,000	1315	
R. C.	10	0	81	0	0	0	.....	.....	.....	.....	5	0	.....	.....	.....	.....	5	0	.....	53,000	1316
R. C.	0	2	0	18	0	102	.....	.....	.....	.....	0	1	.....	.....	.....	.....	4	.....	.....	.....	1317
R. C.	0	6	0	24	14	45	0	0	0	0	0	0	0	0	0	0	4	0	1,100	.....	1318
R. C.	0	7	0	30	9	30	.....	.....	.....	.....	0	0	.....	.....	.....	.....	4	.....	.....	20,000	1319
Nonsect ...	0	14	0	60	12	52	.....	.....	.....	.....	0	13	0	5	4	0	2,000	.....	.....	.....	1320
Nonsect ...	0	9	0	29	5	75	0	1	0	4	0	6	0	4	4	0	75	2,000	.....	.....	1321
Nonsect ...	3	12	0	89	0	47	.....	.....	.....	.....	0	15	0	4	4	0	2,500	.....	.....	.....	1322
Nonsect ...	15	2	131	0	118	0	30	0	60	0	24	0	23	0	4	0	2,000	225,000	.....	.....	1323
R. C.	0	7	0	50	0	200	.....	.....	.....	.....	0	24	.....	.....	.....	.....	4	10,000	.....	.....	1324
Epis.	3	10	0	100	15	35	0	10	.....	.....	0	12	0	4	4	0	1,500	400	.....	.....	1325
R. C.	0	4	0	38	35	102	0	5	.....	.....	0	7	0	2	4	.....	2,000	30,000	.....	.....	1326
Nonsect ...	1	1	8	10	18	0	1	1	3	0	3	2	3	2	2	0	100	150	.....	.....	1327
Nonsect ...	3	2	23	3	7	0	1	0	22	3	4	1	4	1	4	0	1,000	400	.....	.....	1328
Nonsect ...	1	3	45	40	0	10	8	4	5	1	0	1	0	4	0	4	102	20,000	.....	.....	1329
Friends ...	1	2	30	9	0	2	0	2	0	3	2	2	0	4	0	4	500	5,000	.....	.....	1330
Nonsect ...	1	2	25	1	6	12	.....	.....	.....	.....	20	1	7	1	.....	3	0	1,200	.....	.....	1331
R. C.	0	5	0	36	0	124	0	1	.....	.....	0	2	.....	.....	.....	4	0	800	.....	.....	1332
R. C.	15	0	150	0	181	0	.....	.....	.....	.....	12	0	12	0	5	0	.....	.....	.....	.....	1333
Epis.	0	14	0	60	0	0	.....	.....	.....	.....	0	10	.....	.....	.....	.....	.....	.....	.....	.....	1334
Presb.	0	6	0	30	0	10	0	10	.....	.....	0	4	.....	.....	.....	.....	0	1,000	.....	.....	1335
Nonsect ...	6	1	60	15	0	4	2	21	1	12	3	12	3	4	.....	.....	1,000	40,000	.....	.....	1336
R. C.	0	2	8	24	152	138	.....	.....	.....	.....	6	10	.....	.....	.....	.....	.....	.....	.....	.....	1337
R. C.	0	8	0	35	0	45	.....	.....	.....	.....	0	4	.....	.....	.....	.....	.....	.....	.....	.....	1338
Nonsect ...	7	3	45	44	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,450	.....	.....	.....	1339
Nonsect ...	2	0	45	25	0	0	10	2	7	9	5	3	0	150	10,000	1340
R. C.	0	4	0	30	0	85	0	2	.....	.....	0	4	0	2	4	0	3,000	.....	.....	.....	1341
R. C.	0	5	0	50	0	13	.....	.....	.....	.....	0	4	.....	.....	.....	.....	4	6,000	.....	.....	1342
Nonsect ...	1	2	20	18	9	8	1	0	0	5	2	6	2	5	4	.....	200	3,000	.....	.....	1343
Nonsect ...	1	4	50	65	0	8	16	.....	.....	.....	12	17	2	2	4	0	1,500	75,000	.....	.....	1344
R. C.	0	4	0	35	0	140	.....	.....	.....	.....	0	15	0	2	.....	.....	0	1,000	.....	.....	1345
R. C.	0	6	0	60	0	230	.....	.....	.....	.....	0	11	.....	.....	.....	.....	4	0	1,000	.....	1346
New Church (Swedish), M. E.	4	1	12	12	8	13	2	1	4	3	4	0	5,800	120,000	1347
Nonsect ...	2	3	18	53	0	0	2	0	.....	.....	3	4	2	1	3	0	200	10,000	.....	.....	1348
Nonsect ...	0	5	0	50	0	0	0	3	.....	.....	0	9	.....	.....	.....	.....	4,000	.....	.....	.....	1349
Cong.	2	2	19	19	5	7	3	2	3	0	200	4,000	1350
R. C.	0	4	0	19	0	40	4	0	575	35,400	1351
Cong.	7	2	51	40	51	5	25	40	.....	.....	1	0	1	0	4	0	2,300	40,000	.....	.....	1352

TABLE 44.—Statistics of private high schools, endowed academies, seminaries, and

State and post-office.	Name.	Principal.
1	2	3
OREGON.		
1353 Albany	Academy of Our Lady of Perpetual Help.	Sister M. Margaret.
1354 Baker City	St. Francis College and Academy.	Sister Mary Cupertino.
1355 Jacksonville	do	Sister M. Angel, superior
1356 Lebanon	Santiam Academy*	S. A. Randle
1357 Le Grande	Sacred Heart Academy*	Sister M. Euphrasia
1358 Mount Angel	Mt. Angel Academy (Girls)	Mother Mary Agatha, O. S. B.
1359 do	Mt. Angel College (Boys)	F. Dominic, O. S. B.
1360 Portland	Bishop Scott Academy	A. C. Newill
1361 do	Hill Military Academy	J. W. Hill, M. D.
1362 do	Portland Academy	J. R. Wilson, E. R. Johnston
1363 do	St. Helens Hall*	Eleanor Tebbetts
1364 do	St. Mary's Academy and College	Sister M. Flavia
1365 St. Paul	St. Paul's Academy	Sister Rosalind
1366 The Dalles	St. Mary's Academy*	Sister M. Geraldine
1367 Tillamook	St. Alphonstus Academy*	Sister Mary Clement
PENNSYLVANIA.		
1368 Academia	Tuscarora Academy	Ida M. Barton, M. A.
1369 Allegheny (Lincoln and Grant avenue)	Allegheny Preparatory School	Henry Carr Pearson.
1370 Allegheny (8 North avenue, west)	Park Institute	Chas. R. Coffin
1371 Ambler	Sunnyside School	Miss S. A. Knight
1372 Armagh	Armagh Academy	C. A. Campbell
1373 Barkeyville	Barkeyville Academy	H. K. Powell
1374 Bedford	Bedford Classical Academy	C. V. Smith, A. M.
1375 Bellefonte	Bellefonte Academy*	Rev. J. P. Hughes and J. R. Hughes
1376 Berrysburg	Berrysburg Seminary	Frank D. Keboch
1377 Bethlehem	Bethlehem Preparatory School	H. A. Foering
1378 do	Moravian Parochial School	Albert G. Rau, Ph. D.
1379 Birmingham	Mountain Seminary and College Preparatory School	Miss N. J. Davis
1380 Brodheadsville	Fairview Academy	E. T. Kunkle, A. M.
1381 Bryn Mawr	Baldwin's (Miss) School	Miss Florence Baldwin
1382 do	Shipley's (Misses) School for Girls	Miss Hannah Shipley
1383 Buckingham	Hughesian Free School	Donald W. Davis
1384 Canonsburg	Jefferson Academy	J. Addison, A. Craig
1385 Carlisle	Metzger College	Miss Sarah Kate Ege
1386 Chambersburg	Chambersburg Academy	M. R. Alexander, A. M.
1387 do	The Latin School	Miss Belle B. Cressler
1388 do	Preparatory School	Katherine E. Heyser
1389 Chester	Chester Academy	George Gilbert
1390 Chestnut Hill, Philadelphia	Chestnut Hill Academy	James L. Patterson
1391 do	Mount St. Joseph Academy*	Rev. Mother Mary Clement
1392 Columbia	St. Peter's Convent	Sister M. Flavia
1393 Coneordville	Maplewood Institute	Joseph Shortlidge
1394 Cresson	Mount Aloysius Academy	Mother M. de Sales
1395 Darlington	Greensburg Academy	W. E. Cozins, B. S.
1396 Dayton	Union Academy*	L. W. Greenlee
1397 Doylestown	National Farm School	John H. Washburn
1398 Easton	Easton Academy	Samuel R. Park
1399 do	Lerch's Preparatory School	Charles H. Lerch
1400 Eau Claire	Eau Claire Academy	A. W. Kelly
1401 Elderton	Elderton Academy	W. A. Patton
1402 Erie	Villa Maria Academy	Mother M. Eugenia
1403 Factoryville	Keystone Academy	Rev. Ekanah Hulley, A. M.
1404 Fawn Grove	Fawn Grove Academy	Annie M. Anderson, A. B.
1405 Fredonia	Fredonia Institute	F. A. Fruit, A. B.

* Statistics of 1900-1901.

other private secondary schools for the scholastic year 1901-2—Continued.

Religious denomination.	Secondary instructors.		Students.																Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
			Secondary students.		Elementary pupils, including all below secondary grades.		Preparing for college.				Graduates in 1902.		College preparatory students in the class that graduated in 1902.									
							Classical course.		Scientific course.													
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22				
R. C	0	2	8	9	25	36	.....	.....	.....	.....	.....	.....	1	3	1	0	4	.....	420	\$10,000	1353
R. C	0	4	0	18	65	100	.....	.....	.....	.....	.....	.....	0	2	0	1	4	0	700	32,500	1354
R. C	0	4	0	45	0	40	.....	.....	.....	.....	.....	.....	0	2	0	1	4	0	.....	.....	1355
M. E	2	1	13	10	3	9	4	3	1	6	2	3	.....	.....	.....	.....	2	0	400	6,000	1356
R. C	1	3	1	24	29	24	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	0	.....	.....	1357
R. C	0	5	0	18	76	122	.....	.....	.....	.....	.....	.....	0	10	.....	.....	4	.....	2,603	33,500	1358
R. C	11	0	70	0	66	6	16	0	27	0	14	0	11	0	0	0	4	0	2,470	600,000	1359	
P. E	6	0	35	0	0	0	6	0	4	0	1	0	1	0	4	30	1,000	100,000	100,000	45,000	1360	
Nonsect	4	0	60	0	25	0	5	0	20	0	4	0	3	0	4	60	.....	.....	100	80,000	1361
Nonsect	2	4	140	98	70	60	40	15	60	35	21	7	15	3	5	0	.....	.....	600	90,000	1362
M. E	0	20	0	87	0	63	.....	.....	.....	.....	.....	.....	0	6	0	2	4	0	.....	.....	1363
R. C	0	11	0	60	0	280	.....	.....	.....	.....	.....	.....	0	5	.....	.....	4	.....	3,000	.....	1364
R. C	0	1	0	28	31	5	0	3	4	0	25	1365
R. C	0	4	0	36	0	104	0	4	.....	.....	.....	.....	0	4	0	4	4	0	500	50,000	1366
R. C	2	2	49	38	17	20	4	3	.....	.....	.....	.....	0	0	.....	.....	4	0	403	3,000	1367
Nonsect	0	2	24	26	4	4	3	3	.....	.....	.....	.....	1	1	1	1	4	0	100	.....	1368
Nonsect	4	4	32	33	49	39	9	2	20	17	.....	.....	.....	.....	.....	5	0	1,000	85,000	.....	1369
Nonsect	3	2	56	12	29	0	4	0	16	1	16	1	14	0	4	0	.....	.....	.....	.....	1370
Nonsect	1	4	6	15	13	7	.....	.....	.....	.....	.....	.....	2	4	2	0	3	0	400	.....	1371
Nonsect	2	0	80	45	0	.....	.....	.....	.....	.....	.....	.....	6	6	.....	.....	0	300	2,000	.....	1372
Christian	2	1	6	21	29	9	1	0	1	0	3	0	400	4,000	1373
Nonsect	1	2	19	18	0	0	5	8	0	0	4	0	120	1374
Nonsect	3	2	20	15	50	35	.....	.....	.....	.....	.....	.....	8	5	5	2	4	0	.....	.....	1375
Nonsect	1	1	15	17	20	23	1	2	4	0	800	4,000	1376
Epis	5	1	119	0	12	0	12	0	55	0	4	0	2,000	25,000	1377
Moravian	4	2	30	35	80	192	5	0	30	15	12	13	12	5	6	0	5,000	65,000	.....	.....	1378
Moravian	0	8	0	30	0	0	1	0	7	0	10	0	0	3	.....	.....	2,500	30,000	.....	.....	1379
Nonsect	3	1	46	42	10	15	2	0	2	0	2	0	200	3,200	1380
Nonsect	1	21	0	132	0	80	0	50	0	18	0	16	3	0	638	1381
Friends	0	8	0	28	0	30	0	10	0	3	0	2	0	2	0	2	3	0	1382
Nonsect	0	1	24	15	27	24	0	4	0	2	2	0	5,000	8,000	1383
Nonsect	1	1	12	29	13	30	10	12	2	1	5	5	3	3	.....	.....	2,000	20,000	.....	.....	1384
Nonsect	2	8	0	42	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,020	.....	.....	.....	1385
Nonsect	3	0	30	0	0	0	15	0	10	0	8	0	8	0	4	0	500	40,000	.....	.....	1386
Nonsect	0	2	1	27	4	8	1	22	0	0	1	3	1	3	.....	.....	.....	.....	.....	.....	1387
Nonsect	0	1	0	8	0	2	0	5	0	1	0	1	4	0	58	1388
Nonsect	1	3	12	15	5	3	1	0	.....	.....	.....	.....	0	2	.....	.....	700	15,000	.....	.....	1389
Nonsect	7	0	76	0	30	0	9	0	7	0	4	0	900	1390
R. C	0	9	0	54	40	46	.....	.....	.....	.....	.....	.....	4	.....	.....	.....	5,000	.....	.....	.....	1391
R. C	0	1	7	17	41	59	0	1	0	0	4	0	300	1392
Nonsect	5	0	39	0	6	0	3	0	5	0	0	6	0	5	4	0	3,000	40,000	1393
R. C	1	15	0	50	0	42	0	5	0	0	0	6	0	5	4	0	.....	.....	.....	.....	1394
Nonsect	1	0	13	19	0	0	4	0	700	1395
Nonsect	2	0	42	44	10	7	5	0	1396
Nonsect	6	1	40	0	0	0	6	0	4	40	2,000	60,000	1397
Nonsect	2	3	48	18	10	15	2	20	4	3	3	3	0	3	0	3	0	300	15,000	1398
Nonsect	7	1	50	10	5	0	4	1	8	0	13	1	13	0	175	1399
Nonsect	2	0	17	23	58	27	3	0	150	2,000	1400
Nonsect	1	1	28	31	6	6	2	0	3	0	1,500	1401
R. C	0	5	0	40	0	52	0	2	0	0	0	7	0	0	4	0	2,000	100,000	.....	.....	1402
Bapt.	6	2	58	45	16	9	.....	.....	.....	.....	.....	.....	15	8	10	0	3,500	100,000	.....	.....	1403
Nonsect	0	1	16	21	0	0	1	0	0	0	0	80	2,000	1404
Nonsect	1	1	20	30	60	50	8	3	1	1	6	4	2	0	.....	.....	0	1,000	9,000	.....	1405

TABLE 44.—Statistics of private high schools, endowed academies, seminaries, and

State and post-office.	Name.	Principal.
1	2	3
PENNSYLVANIA—continued.		
1406	George School	George School
1407	Germantown	Friends' Preparative Meeting School.*
1408	do	Germantown Academy
1409	Germantown (59 High street).	"Ivy House"—preparatory school.
1410	Germantown, Philadelphia (211 West Chelton avenue).	The Stevens School for Girls.....
1411	Glenville	Glenville Academy
1412	Greensburg	Greensburg Seminary
1413	do	St. Joseph's Academy for Young Ladies.
1414	Harrisburg (401 North Front street).	Harrisburg Academy
1415	Haverford	Haverford College Grammar School.
1416	Jenkintown	Abington Friends' School
1417	Kennett Square	Martin Academy
1418	Kingston	Wyoming Seminary
1419	Lancaster	Sacred Heart Academy*.....
1420	Lancaster (Vine street)	St. Mary's Academy
1421	Lancaster (305 North Duke street).	The Yeates Institute.....
1422	Ligonier.....	Ligonier Classical Institute.....
1423	Lititz	Linden Hall Seminary
1424	London Grove.....	London Grove Select School*
1425	McDonald	Hickory Academy*
1426	Mechanicsburg	Normal and Classical School.....
1427	Media	Friends' Select School
1428	Mercersburg	Mercersburg Academy.....
1429	Mifflintown	Mifflin Academy.....
1430	Millville	Greenwood Seminary
1431	Mount Pleasant	Western Pennsylvania Classical and Scientific Institute.
1432	Murrysville	Laird Institute*
1433	Nazareth	Nazareth Hall Military Academy.
1434	New Bloomfield	Bloomfield Academy*
1435	New Lebanon	McElwain Institute
1436	North East	St. Mary's College
1437	North Hope	North Washington Institute
1438	Oak Lane, Philadelphia.....	Marshall Seminary
1439	Ogontz	Cheltenham Military Academy*
1440	do	Ogontz School for Young Ladies.....
1441	Oley	Oley Academy
1442	Pennsburg	Perkiomen Seminary
1443	Philadelphia (Rittenhouse square).	Academy of Notre Dame.....
1444	Philadelphia (1350 Pine street).	Anable's (Miss) School for Young Ladies.
1445	Philadelphia (Broad and Cherry streets).	Brown College—preparatory school.
1446	Philadelphia (1420 Pine street).	De Lancey School
1447	Philadelphia (Fifteenth and Race streets).	Friends' Central School*.....
1448	Philadelphia (140 North sixteenth street).	Friends' Select School.....
		Principal.
		Joseph S. Walton, Ph. D
		David H. Forsythe.....
		William Kershaw
		Miss Mary E. Stevens.....
		Mrs. Emily D. Dripps
		E. M. Stahl
		J. C. Hoch, A. M., Ph. D
		Sister Rose Marie.....
		Jacob F. Seiler, Ph. D
		Charles S. Crosman
		George M. Downing
		Jane P. Rushmore
		L. L. Sprague, D. D.
		Sister Superior
		Sister E. Aloysius.....
		Frederic Gardiner.....
		Rev. E. H. Dickinson
		Charles D. Kreider, B. D
		Alexowna M. Rohr
		Lloyd S. Paxton
		D. E. Kast
		Louisa Baker
		William Mann Irvine, Ph. D.
		J. Harry Dysinger
		Wilmer W. Kester
		H. C. Dixon
		Rev. S. R. Frazier
		Rev. S. J. Blum, D. D
		H. C. Mohn, A. M
		G. S. Swank
		Rev. John G. Schneider.....
		S. C. Stockdill
		Emma S. Marshall
		Rev. John D. Skilton, A. M
		Sylvia J. Eastman
		Howard Mitman, A. M
		O. S. Kriebel, A. M
		Mother Agnes Mary
		Isabella Anable
		Alonzo Brown.....
		Joseph Dana Allen.....
		J. Eugene Baker, Anna W. Speakman.
		J. Henry Bartlett

* Statistics of 1900-1901.

other private secondary schools for the scholastic year 1901-2—Continued.

Religious denomination.	Secondary instructors.		Students.																Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
			Secondary students.		Elementary pupils, including all below secondary grades.		Preparing for college.				Graduates in 1902.		College preparatory students in the class that graduated in 1902.									
							Classical course.		Scientific course.													
							Male.	Female.	Male.	Female.					Male.	Female.	Male.	Female.				
1	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22				
Friends...	2	5	50	39	58	47	2	2	6	0	14	0	.....	.....	5	0	2,712	\$275,000	1406	
Friends (Orthodox).	0	6	50	70	60	70	6	9	6	4	1	9	1	9	5	0	3,000	80,000	1407			
Nonsect...	8	0	175	0	125	0	75	0	100	0	26	0	26	0	6	0	500	250,000	1408			
Nonsect...	0	9	0	14	0	0	0	7	0	7	0	5	0	2	2	0	2,000	.....	1409		
Nonsect...	0	9	0	42	0	48	.....	.....	.....	.....	0	2	0	2	4	0	.....	.....	1410
Luth.....	2	0	45	12	5	3	12	2	.....	.....	0	1	.....	.....	4	0	400	8,000	1411
Luth.....	4	3	110	109	10	5	30	40	.....	.....	20	12	10	3	3	0	500	40,000	1412	
R. C.....	2	10	0	40	0	80	.....	.....	.....	.....	0	3	.....	.....	4	0	1,200	400,000	1413
Nonsect...	1	1	14	0	10	0	11	0	3	0	3	0	3	0	0	0	150	24,000	1414			
Friends...	7	1	84	0	125	0	.....	.....	.....	.....	.....	.....	.....	.....	4	0	600	.....	1415
Friends...	2	5	21	21	34	29	2	3	.....	.....	2	2	0	2	4	.....	750	200,000	1416
Friends...	0	3	19	24	9	8	0	2	.....	.....	4	4	2	3	4	0	400	.....	1417
M. E.....	10	8	145	74	92	181	31	19	49	0	17	9	15	4	4	0	4,000	300,000	1418			
R. C.....	0	4	0	15	0	13	.....	.....	.....	.....	0	4	.....	.....	0	0	.....	.....	1419
R. C.....	0	3	0	11	0	32	.....	.....	.....	.....	0	2	.....	.....	4	0	.....	.....	1420
Epis.....	8	0	43	0	8	0	9	0	12	0	4	0	3	0	5	0	3,000	30,000	1421			
Nonsect...	1	1	30	69	4	7	3	1	1	0	0	2	6	0	0	3	1,500	.....	1422		
Moravian...	3	11	0	53	0	13	.....	.....	.....	.....	0	13	.....	.....	4	0	3,000	50,000	1423
Friends (Hicksite).	0	1	5	8	3	4	1	1	0	0	0	0	0	0	3	0	.....	.....	1424	
Nonsect...	1	1	13	16	0	0	0	0	0	0	2	6	0	0	3	0	200	.....	1425		
Nonsect...	1	3	12	14	0	0	1	0	4	4	.....	.....	.....	.....	4	0	70	.....	1426
Friends...	0	2	2	5	4	11	0	1	.....	.....	0	0	.....	.....	4	0	50	10,000	1427
Ger. Reformed.	18	0	234	0	0	0	20	0	130	0	70	0	45	0	4	60	3,100	125,000	1428			
Nonsect...	1	1	15	15	0	0	10	5	5	0	.....	.....	.....	.....	3	0	.....	.....	1429
Friends...	1	2	8	16	7	3	.....	.....	.....	.....	1	0	.....	.....	0	0	200	.....	1430
Bapt.....	3	2	24	40	41	50	3	3	10	2	5	6	5	2	3	0	3,000	37,000	1431			
Presb...	1	1	13	15	12	15	3	0	.....	.....	.....	.....	.....	.....	.....	.....	250	.....	1432
Moravian...	7	0	45	0	49	0	6	0	30	0	16	0	9	0	5	45	1,000	50,000	1433			
Nonsect...	1	1	15	10	60	29	15	10	.....	.....	4	0	4	0	4	.....	10,000	.....	1434
Nonsect...	3	1	15	13	10	2	0	0	3	1	1	1	.....	.....	.....	.....	300	5,000	1435
R. C.....	11	0	127	0	0	0	.....	.....	.....	.....	0	0	0	0	6	0	6,500	50,000	1436
Nonsect...	3	1	50	30	50	30	.....	.....	.....	.....	5	2	.....	.....	0	0	.....	.....	1437
Nonsect...	6	7	0	38	0	18	0	5	.....	.....	0	5	.....	.....	4	24	.....	40,000	1438
Nonsect...	7	0	54	0	25	0	.....	.....	.....	.....	9	0	4	0	4	54	400	.....	1439
Nonsect...	0	4	0	60	1	70	0	0	0	0	0	27	0	0	4	60	4,612	.....	1440		
Nonsect...	1	1	13	11	36	24	3	6	.....	.....	0	0	.....	.....	4	0	375	3,500	1441
Schwenkfelder.	6	3	144	74	58	36	32	2	25	0	22	12	22	0	3	0	1,100	50,000	1442			
R. C.....	0	10	0	51	65	149	10	4	0	0	0	4	0	1	4	0	1,000	.....	1443		
Nonsect...	0	7	0	35	0	15	.....	.....	.....	.....	0	2	.....	.....	.....	.....	.....	.....	1444
Nonsect...	2	5	65	0	35	0	3	0	30	0	30	0	20	0	4	0	150	1,000	1445			
Nonsect...	13	0	114	0	80	0	31	0	59	0	26	0	26	0	4	0	500	225,000	1446			
Friends...	3	15	57	105	93	150	.....	.....	.....	.....	13	32	10	21	5	0	.....	.....	1447
Friends (Orthodox).	5	13	90	125	53	90	.....	.....	.....	.....	1	16	.....	.....	4	0	100,000	.....	1448

TABLE 44.—Statistics of private high schools, endowed academies, seminaries, and

State and post-office.	Name.	Principal.
1	2	3
PENNSYLVANIA—continued.		
1449 Philadelphia (2037 De Lancey place).	Gibson's (Miss) School.....	Miss Margaret S. Gibson.....
1450 Philadelphia.....	Girard College for Orphans.....	Adam H. Fetterolf, Ph. D.....
1451 Philadelphia (2100 South College avenue).	Girls' School of the Mary J. Drexel Home.	Rev. C. Goedel.....
1452 Philadelphia (4112 Spruce street).	Gordon's (Miss) French and English Boarding and Day School for Young Ladies.	Miss Elizabeth F. Gordon.....
1453 Philadelphia (2204 Walnut street).	The Holman School for Girls.....	Louise Holman Haynes.....
1454 Philadelphia (917-919 Bainbridge street).	Institute for Colored Youth.....	Mrs. F. J. Coppin.....
1455 Philadelphia (2011 De Lancey place).	Agnes Irwin's School.....	Sophy Dallas Irwin.....
1456 Philadelphia (1825 Green street).	Keyser's (Miss) School *.....	Miss Harriet D. Keyser.....
1457 Philadelphia (1729 Arch street).	Philadelphia Collegiate Institute (Girls).	Miss Susan C. Lodge.....
1458 Philadelphia (Broad and Vine streets).	Roman Catholic High School for Boys.	Rev. Hugh T. Henry.....
1459 Philadelphia (Broad and Berks streets).	The Temple College.....	Russell H. Conwell.....
1460 Philadelphia (8 South Twelfth street).	The William Penn Charter School.	Richard M. Jones, LL. D.....
1461 Philadelphia (Forty-second and Pine streets).	The Winthrop School.....	John Loman, head master...
1462 Pittsburg (Fifth Avenue and Craig street).	Alinda College Preparatory School	Miss Ellen Gordon Stuart.....
1463 Pittsburg.....	East Liberty Academy.....	Rev. Emil Lewey, Ph. D.....
1464 Pittsburg (3333 Fifth avenue).	Lady of Mercy Academy.....	Sister Mary Hilda.....
1465 Pittsburg (Ross and Diamond streets).	Pittsburg Academy.....	J. Warren Lytle.....
1466 Pittsburg (Shady Side).....	Shady Side Academy (Boys).....	W. R. Crabbe.....
1467 Pittsburg (Shady avenue).....	Thurston Preparatory School.....	Miss Alice M. Thurston.....
1468 Pittsburg.....	Ursuline Young Ladies' Academy*	Sister M. Ursula.....
1469 Pittsburg (3922 Fifth avenue).	The Woolsey School for Young Men	Lucius Everett Hawley.....
1470 Pottstown.....	The Hill School.....	John Meigs.....
1471 Prospect.....	Prospect Academy *.....	V. A. Green, A. M.....
1472 Reading.....	Reading Classical School for Boys and Girls.	S. W. Kerr, A. M.....
1473 do.....	Schuylkill Seminary.....	W. F. Teel, Ph. M.....
1474 Riegelsville.....	Riegelsville Academy.....	E. C. Brinker, jr.....
1475 Rosemont.....	Kirk's (Misses) School.....	The Misses Kirk.....
1476 Saltsburg.....	Kiskiminetas Springs School.....	A. W. Wilson, jr.....
1477 Scranton.....	St. Cecelia Academy.....	Sister Mary Cyril.....
1478 do.....	St. Thomas College *.....	Brother F. Andrew, F. S. C.....
1479 do.....	School of the Lackawanna *.....	Thomas M. Cann, LL. D.....
1480 Swickley.....	Stuart's (Miss) College Preparatory School.	Miss M. A. Munson.....
1481 Sharon.....	Hall Institute *.....	S. L. Cover, A. M.....
1482 South Bethlehem.....	Bishop Thorpe School *.....	Miss Frances M. Buchan.....
1483 Stewartstown.....	Stewartstown Collegiate Institute.	Henry Mace Payne, C. E., Ph. D.
1484 Sugargrove.....	Sugar Grove Seminary.....	M. R. Woodland.....
1485 Swarthmore.....	Swarthmore Preparatory School..	Arthur H. Tomlinson.....
1486 Towanda.....	Susquehanna Collegiate Institute*	M. S. H. Unger.....
1487 Uniontown.....	Madison Academy.....	A. M. Van Tine.....
1488 Washington.....	Trinity Hall.....	Wm. W. Smith.....

*Statistics of 1900-1901.

other private secondary schools for the scholastic year 1901-2—Continued.

Religious denomination.	Students.																		Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
	Secondary instructors.		Secondary students.		Elementary pupils, including all below secondary grades.		Preparing for college.				Graduates in 1902.		College preparatory students in the class that graduated in 1902.									
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.								
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22				
Nonsect ...	0	5	0	20	0	10						0	1		4			1449				
Nonsect ...	25	2	242	0	1455	0									3	242	16,000	53,450.00	1450			
Lutheran...	1	7	0	34	0	26						0	1		4	0	800		1451			
Nonsect ...	0	5	0	42	0	68	0	3				0	5	0	0	4	1,000		1452			
Nonsect ...	0	9	0	48	0	26	0	6	0	12					4	0	324	2,500	1453			
Friends....	2	4	24	82	74	106						2	8		4	0	4,000		1454			
Nonsect ...	1	19	0	140	0	28						0	8	0	1	4	0	2,000	1455			
Nonsect ...	1	6	0	18	8	43	0	2				0	2	0	1	4	0		1456			
M. E.	0	6	0	55	0	18	0	25	0	0	0	0	7	0	5	4	0	300	1457			
R. C.	20	0	330	0	0	0	12	0				35	0		4	0	1,100	300,000	1458			
Nonsect ...	14	3	485	151	430	53						38	68	4	8	0	4,000	165,000	1459			
Friends....	14	0	507	0	0	0						54	0	54	0	0	2,000	150,000	1460			
Nonsect ...	4	0	30	1	25	0	18	1	7	0	8	0	3	0	0	0	500	25,000	1461			
Nonsect ...	0	5	0	34	10	36	0	4				0	1	0	1	0			1462			
Nonsect ...	3	0	50	0	10	0	10	0	25	0	0	0	7	0	6	4	0	100	12,000	1463		
R. C.	1	9	9	58	23	100						0	3	0	0	0	3,500		1464			
Nonsect ...	7	8	255	104	131	91	10	4	90	6	51	23	25	6	4	125			1465			
Nonsect ...	16	0	212	0	23	0	44	0	168	0	36	0	36	0	5	0	1,000	110,000	1466			
Nonsect ...	2	10	0	70	30	105	0	15	0	0	0	0	5	0	4	4	10		1467			
R. C.	0	5	0	45	0	40	0	3	6	5	0	2							1468			
Nonsect ...	2	0	7	0	3	0	3	0	4	0							0	200	1469			
Nonsect ...	25	0	202	0	38	0	107	0	95	0	39	0	39	0	4	202	4,000	400,000	1470			
Nonsect ...	2	2	48	30	12	15						0	0		4	0		2,000	1471			
Nonsect ...	3	1	43	8	16	9	4	2	7	0	7	2	6	1	4	0	175	20,000	1472			
Ev. Asso	8	0	25	2	35	14	1	0	2	0	2	3			4	0	1,500	20,000	1473			
Reformed	0	1	5	9	2	4	0	0	0			1	4	0	2	3	0	3,800	3,174			
Nonsect ...	0	4	0	11	1	4	0	11										7	1475			
Nonsect ...	7	0	75	0	30	0	25	0	40	0	14	0	12	0	4	0	300	60,000	1476			
R. C.	0	5	8	51	111	255	5	2				3	30		4	0	3,000	100,000	1477			
R. C.	6	0	160	0	160	0						15	0		1	0			1478			
Presb.	2	2	55	25	20	9						8	3	7	1	4	0		40,000	1479		
Nonsect ...	1	4	2	24	11	16	6	4							5				1480			
Bapt.	2	1	35	25	35	95						10	14	3	2	4	0	1,000	50,000	1481		
Epis.	0	6	0	50	0	15	0	10				0	5		3	4	0	3,000	75,000	1482		
Nonsect ...	4	2	77	46	2	10	23	4	9	1	34	19	11	3	4	0	250	15,000	1483			
United Breth.	3	3	60	65	0	7	15					3	4	0	1		1,200	20,000	1484			
Friends....	5	6	65	47	40	30	25	30	20	10	12	7	9	7	5	0	300	110,000	1485			
Presb.	1	2	40	29	14	27	7	17	7	2	3	4	3	3	4	32	1,000	20,000	1486			
Nonsect ...	1	3	10	15	12	5	3	0	5	2	6	4	4	0	4	0	1,000	1,000	1487			
Epis.	8	1	35	0	0	11									6	33	2,500	300,000	1488			

TABLE 44.—Statistics of private high schools, endowed academies, seminaries, and

State and post-office.	Name.	Principal.
1	2	3
PENNSYLVANIA—continued.		
1489 Washington	Washington Female Seminary ...	Misses McDonald and Thompson.
1490 Wayne	Armitage Preparatory and Finishing School.	Harriet C. Armitage
1491 .....do	St. Luke's Boarding School for Boys.	Charles H. Strout
1492 West Chester	The Darlington Seminary	Frank Paxson Bye
1493 West Chester (406 West Union street).	Friends' Select School	Gertrude Rhoads
1494 West Newton	West Newton Academy	George D. Crissman
1495 West Sunbury	West Sunbury Academy	V. A. Green
1496 Westtown	Westtown Boarding School	Wm. F. Wickersham
1497 Wilkesbarre	Harry Hillman Academy	Harry C. Davis
1498 Williamsport	Williamsport Dickinson Seminary	Rev. Edward J. Gray, D.D. ...
1499 Wyncote	Cheltenham Hills Select School *	Annie Heacock
1500 York	York Collegiate Institute	E. T. Jeffers, D. D.
1501 .....do	York County Academy *	Elmer E. Wentworth
RHODE ISLAND.		
1502 East Greenwich	The East Greenwich Academy ...	Rev. Ambrie Field
1503 Newport	St. George's School	Rev. John B. Diman
1504 Pawtucket (35 Fountain street).	Coles Private School	Mrs. C. A. Cole
1505 Providence (Elmhurst) (736 Smith street).	Academy of the Sacred Heart ...	Madam M. Raleigh
1506 Providence (15 Greene street).	The Fielden-Chase School for Girls	Miss Abbie E. Southwick
1507 Providence (197-205 Franklin street).	La Salle Academy	Brother Peter
1508 Providence (223 Thayer street).	The Lincoln School	Ednah G. Bowen, Margaret Gilman.
1509 Providence (60 Broad street).	St. Xavier's Academy	Sisters of Mercy
1510 Providence (205 Benefit street).	The University School	Howard M. Rice
1511 Providence (26 Cabot street)	Wheeler's (Miss) School	Miss Mary C. Wheeler
1512 Woonsocket (Park avenue).	Convent of Jesus and Mary	Mary St. Stephen
1513 Woonsocket (43 Hamlet avenue).	Sacred Heart College	Brother Ulric
SOUTH CAROLINA.		
1514 Ashland	Ashland High School *	P. P. Bethea
1515 Bamberg	Carlisle Fitting School	H. G. Sheridan
1516 Batesburg	Batesburg Institute *	Rev. Louis C. Perry, A. M.
1517 Charleston (51 Meeting street).	Academy of Our Lady of Mercy * ..	Sister Mary Benedicta
1518 Charleston (38 Corning street).	The Gibbes School for Girls	Misses S. P. and E. S. Gibbes ..
1519 Charleston	Porter Military Academy	Charles Jones Colcock
1520 Charleston (47 Meeting street).	Smith's (Mrs.) Private School ...	Mrs. Isabel A. Smith
1521 Charleston (16 Legaire street).	The University School	Edward F. Mayberry
1522 Chester	Brainerd Institute *	John S. Marques
1523 Clinton	The Thornwell Orphanage	Wm. P. Jacobs, D. D.
1524 Columbia	Benedict College	A. C. Osborn, D. D.

* Statistics of 1900-1901.

other private secondary schools for the scholastic year 1901-2—Continued.

Religious denomination.	Secondary instructors.		Students.																Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
			Secondary students.		Elementary pupils, including all below secondary grades.		Preparing for college.				Graduates in 1902.		College preparatory students in the class that graduated in 1902.									
	Classical course.						Scientific course.		Male.	Female.					Male.	Female.						
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.			Male.	Female.	Male.	Female.								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Nonsect ...	1	17	0	130	0	20	0	20	0	20	0	0	21	0	2	4	0	1,500	1489			
Nonsect ...	3	6	0	12	0	0	0	3	0	0	0	0	1	0	0	4	0	800	\$100,000	1490		
P. E.	7	0	60	0	5	0	5	0	26	0	18	0	7	0	5	0	2,000	100,000	1491			
Nonsect ...	5	10	0	77	0	0	0	0	0	0	0	0	11	0	0	3	0	2,550	1492			
Friends (Orthodox).	0	2	7	13	7	10	0	0	0	0	0	0	0	0	0	0	0	3,000	1493			
Nonsect ...	3	2	23	36	3	4	4	8	0	0	2	2	2	2	3	0	40	3,000	1494			
Nonsect ...	1	1	20	15	7	6	0	0	0	0	2	1	2	2	3	0	1,000	6,000	1495			
Friends (Orthodox).	8	8	64	81	32	21	0	0	0	0	10	19	3	2	0	4,823	1496					
Nonsect ...	8	0	75	0	27	0	12	0	30	0	9	0	8	0	6	0	2,000	70,000	1497			
M. E.	5	5	59	68	18	22	10	7	0	0	13	16	2	0	4	0	3,500	150,000	1498			
Nonsect ...	0	5	6	15	11	21	5	3	0	0	2	3	2	1	4	0	10,000	1499				
Presb.	4	3	65	49	0	15	3	19	20	4	7	4	5	5	5	0	3,000	105,000	1500			
Nonsect ...	3	0	35	0	40	0	10	0	3	0	8	0	5	0	0	1,200	1501					
M. E.	4	6	67	68	27	20	10	2	20	23	2	0	2	0	4	0	69,000	1502				
P. E.	5	0	24	0	20	0	0	0	0	0	6	0	6	0	6	0	400	100,000	1503			
Nonsect ...	0	1	4	4	9	3	0	0	0	0	0	0	0	0	0	0	5,000	1504				
R. C.	0	10	0	35	0	30	0	0	0	0	0	3	0	0	0	0	5,000	100,000	1505			
Nonsect ...	1	8	0	24	0	16	0	0	0	0	0	2	0	0	4	0	1506					
R. C.	5	0	100	0	116	0	0	0	0	0	0	14	0	0	0	0	1507					
Nonsect ...	0	7	0	35	0	75	0	12	0	0	1	0	0	4	0	600	2,000	1508				
R. C.	0	5	0	57	14	83	0	2	0	0	5	0	0	4	0	2,000	1509					
Nonsect ...	9	1	38	0	51	0	8	0	16	0	12	0	12	0	4	35	500	3,000	1510			
Nonsect ...	0	7	0	41	0	25	0	8	0	0	4	0	3	5	0	2,000	35,000	1511				
R. C.	0	2	0	20	388	761	0	0	0	0	6	0	2	0	0	0	1512					
R. C.	4	0	64	0	190	0	0	0	0	0	3	0	0	0	400	14,000	1513					
2d Adv ...	1	1	40	29	68	67	6	3	1	0	0	0	0	4	0	109	2,850	1514				
Meth.	3	3	52	28	52	28	14	10	6	0	5	3	5	2	4	0	800	20,000	1515			
Nonsect ...	2	1	50	60	21	30	12	5	3	0	1	0	1	1	4	0	50	2,500	1516			
R. C.	0	3	0	45	0	60	0	0	0	0	1	0	0	0	0	250	8,000	1517				
Nonsect ...	0	5	0	13	0	32	0	0	0	0	5	0	2	4	0	500	1518					
Nonsect ...	6	1	100	0	15	0	0	0	5	0	9	0	5	0	4	100	1519					
Nonsect ...	0	7	0	53	2	12	0	2	0	0	0	0	0	4	0	1520						
Nonsect ...	1	0	23	0	10	0	10	0	3	0	4	0	4	0	5	0	400	3,000	1521			
Presb.	1	2	8	8	81	140	6	1	0	0	2	3	2	0	2	0	250	10,000	1522			
Presb.	7	0	16	58	66	64	0	0	0	0	1	4	0	4	0	6,600	90,000	1523				
Bapt.	8	10	99	146	0	0	0	0	0	0	0	0	0	0	0	5,336	25,200	1524				

TABLE 44.—Statistics of private high schools, endowed academies, seminaries, and

State and post-office.	Name.	Principal.
1	2 *	3
SOUTH CAROLINA—cont'd.		
1525 Greenville.....	Chicora College.....	S. R. Preston, D. D.....
1526 ..do.....	Sterling Industrial College.....	D. M. Minus, D. D.....
1527 Hartsville.....	Welsh Neck High School.....	J. W. Gaines.....
1528 Honeaphath.....	High School*.....	J. J. McLewain.....
1529 Kershaw.....	Union Institute*.....	Rev. M. A. Murray.....
1530 Lake City.....	Lake City High School*.....	S. C. Morris.....
1531 McColl.....	Palmetto High School.....	R. S. Fletcher.....
1532 Reidville.....	Reidville High School for Girls.....	J. Whitner Reid.....
1533 ..do.....	Reidville Male High School*.....	George Briggs.....
1534 Rockhill.....	Presbyterian High School.....	Alexander R. Banks.....
1535 Sumter.....	St. Joseph's Academy*.....	Sister M. Philomena.....
1536 ..do.....	Sumter Military Academy and Female Seminary.....	Clarence J. Owens, A. M., LL. D.....
1537 Tigerville.....	North Greenville High School.....	S. F. Boyles.....
SOUTH DAKOTA.		
1538 Academy.....	Ward Academy.....	Lewis E. Canfield.....
1539 Canton.....	Augustana College.....	Anthony G. Tuve.....
1540 Sioux Falls.....	All Saints School.....	Miss Helen S. Peabody.....
1541 Vermillion.....	St. Joseph's Academy.....	Sister Mary Stanislaus.....
1542 Wessington.....	Wessington Springs Seminary.....	E. G. Burrill, A. M.....
TENNESSEE.		
1543 Andersonville.....	Andersonville Institute.....	C. T. Carpenter.....
1544 Athens.....	Athens Baptist Female College.....	Miss Alberta Greene.....
1545 Atoka.....	Robinson High School*.....	R. E. Robinson.....
1546 Beechgrove.....	Beechgrove Training School.....	C. H. Walker.....
1547 Bellbuckle.....	The Webb School.....	W. R. and J. M. Webb.....
1548 Birchwood.....	Rutherford Graded School*.....	R. T. Rutherford.....
1549 Bloomingdale.....	Kingsley Seminary.....	Thomas W. Ketron.....
1550 Bluff City.....	Zollicoffer Institute*.....	R. H. Freeland.....
1551 Bryson.....	Bethany High School.....	R. V. Kennedy.....
1552 Camden.....	Benton Seminary.....	W. D. Cooper.....
1553 Carthage.....	Joseph W. Allen College.....	S. W. Sherrill, president.....
1554 Chapelhill.....	Chapel Hill Academy*.....	W. E. Thompson.....
1555 Chattanooga.....	Baylor's University School.....	J. R. Baylor.....
1556 ..do.....	Chattanooga College for Young Ladies.....	John L. Cooper, A. M.....
1557 Chucky City.....	Wesleyan Academy.....	Samuel H. Thompson.....
1558 Cleveland.....	Centenary Female College*.....	Annie Walsh.....
1559 Clifton.....	Clifton Masonic Academy*.....	J. F. Hughes.....
1560 Columbia.....	Columbia Institute.....	Miss Mary A. Bryant.....
1561 Culleoka.....	Culleoka Academy*.....	John P. Graham.....
1562 Cumberland City.....	Cumberland City Academy.....	J. H. Bayer.....
1563 Cumberland Gap.....	Lincoln Memorial University.....	John Hale Larry.....
1564 Elizabethton.....	Harold McCormick School.....	J. J. Loux.....
1565 Evensville.....	Tennessee Valley College.....	W. E. Rogers.....
1566 Fayetteville.....	Peoples and Morgan's School*.....	R. H. Peoples.....
1567 Flagpond.....	Cory School*.....	Frank E. Lindsley.....
1568 Friendsville.....	Friendsville Academy.....	J. H. Moore.....
1569 Grassy Cove.....	Grassy Cove Academy.....	Emma Hicks.....
1570 Henderson.....	Vanderbilt Training School.....	R. C. Douglass.....
1571 Hilham.....	The Fiske Academy.....	James W. Beasley.....
1572 Howell.....	Howell Academy*.....	R. L. Keathly, A. B.....
1573 Jackson.....	Lane College.....	T. F. Saunders, D. D.....
1574 Kingston.....	Rittenhouse Academy*.....	Geo. R. Shields.....
1575 Knoxville.....	The Baker-Himel School.....	C. M. Himel.....
1576 Lafollette.....	Big Creek Seminary*.....	K. C. La Grange.....
1577 Lawson.....	Holston Institute.....	Theodore D. Culp.....

*Statistics of 1900-1901.

other private secondary schools for the scholastic year 1901-2—Continued.

Religious denomination.	Secondary instructors.		Students.														Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
			Secondary students.		Elementary pupils, including all below secondary grades.		Preparing for college.				Graduates in 1902.		College preparatory students in the class that graduated in 1902.							
	Classical course.						Scientific course.		Male.	Female.					Male.	Female.				
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.			Male.	Female.	Male.	Female.						
1	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
Presb.....	5	3	0	131	4	21	.....	.....	.....	.....	0	19	.....	.....	4	0	154	50,000	1525
Nonsect.....	0	3	10	40	15	60	22	18	.....	.....	1	8	1	.....	2	0	20	3,000	1526
Bapt.....	4	5	53	42	10	25	12	29	8	.....	0	1	4	1	4	80	300	50,000	1527
Nonsect.....	1	1	30	25	48	43	3	8	.....	.....	1	9	1	.....	2	0	300	1,200	1528
Bapt.....	1	1	15	30	87	95	.....	.....	.....	.....	.....	.....	.....	.....	2	0	30	2,030	1529
Nonsect.....	0	0	2	4	5	36	40	3	2	.....	3	2	3	2	3	0	.....	1,000	1530
Meth.....	1	0	15	8	17	15	1	0	.....	.....	2	0	.....	.....	4	0	125	1,500	1531
Presb.....	1	1	0	40	0	5	0	1	.....	.....	.....	.....	.....	.....	4	0	.....	10,000	1532
Presb.....	1	1	32	0	46	0	8	0	3	.....	0	5	0	3	0	3	600	2,000	1533
Presb.....	2	1	35	12	10	2	15	6	15	.....	6	6	5	6	4	.....	300	15,000	1534
R. C.....	0	3	0	51	0	14	.....	.....	.....	.....	0	3	.....	.....	4	.....	.....	1585	1585
Nonsect.....	10	2	96	60	0	0	48	50	.....	.....	0	.....	2	4	.....	96	.....	32,000	1586
Bapt.....	2	1	35	20	40	30	12	8	.....	.....	5	1	5	1	4	30	300	3,000	1537
Cong.....	1	3	24	26	10	11	9	11	.....	.....	1	2	1	2	4	0	500	17,000	1538
Luth.....	4	1	20	18	50	45	20	3	.....	.....	6	4	5	2	4	1,200	20,000	1539	
P. E.....	1	11	0	45	20	67	0	5	.....	.....	0	5	0	2	5	3,000	75,000	1540	
R. C.....	1	3	3	19	10	50	.....	.....	.....	.....	0	4	.....	4	1,700	30,600	1541		
Free Meth.	3	2	30	20	34	35	1	0	2	0	4	3	1	2	4	1,000	10,000	1542		
Bapt.....	2	1	65	25	40	50	5	1	1	0	1	0	1	0	4	0	.....	8,000	1543
Bapt.....	0	1	0	28	13	18	.....	.....	.....	.....	.....	.....	.....	.....	0	.....	.....	1544	1544
Nonsect.....	1	1	10	8	67	50	2	0	.....	.....	0	0	.....	.....	.....	125	2,500	1545	
Nonsect.....	1	1	30	28	37	25	0	8	4	.....	.....	.....	.....	4	4	0	600	1,200	1546
M. E. So.....	6	0	230	24	7	3	192	19	.....	.....	34	6	27	4	4	3,000	5,000	1547	
Nonsect.....	1	1	25	15	110	90	.....	.....	25	15	3	5	3	0	.....	200	2,500	1548	
M. E.....	2	0	15	3	27	30	.....	.....	.....	.....	.....	.....	.....	.....	4	0	40	2,000	1549
Nonsect.....	2	0	9	11	83	81	1	1	.....	.....	.....	.....	.....	.....	4	0	400	4,000	1550
Nonsect.....	2	0	2	1	34	24	.....	.....	.....	.....	.....	.....	.....	.....	4	0	.....	10,000	1551
Nonsect.....	2	0	20	55	126	134	3	3	6	8	7	6	2	3	4	350	3,000	1552		
Nonsect.....	1	2	60	55	40	35	5	3	10	10	2	8	1	6	4	315	20,000	1553		
Nonsect.....	1	2	14	12	42	34	.....	.....	.....	.....	.....	.....	.....	.....	.....	125	2,500	1554	
Nonsect.....	2	0	31	6	25	0	.....	.....	.....	.....	.....	.....	.....	.....	4	0	1,000	15,000	1555
Nonsect.....	2	1	8	35	0	0	4	10	2	5	.....	.....	.....	.....	4	0	1,800	1,000	1556
Meth.....	1	1	13	10	44	10	1	5	0	5	.....	.....	.....	.....	3	0	130	2,500	1557
Nonsect.....	0	5	67	.....	105	76	.....	.....	.....	.....	0	14	.....	.....	.....	.....	500	75,000	1558
Nonsect.....	1	1	15	10	.....	.....	.....	.....	15	10	.....	.....	.....	.....	.....	250	.....	1559	1559
Epis.....	0	3	5	80	15	50	.....	.....	0	2	0	10	0	.....	5	11,000	75,000	1560	
Nonsect.....	1	1	14	16	15	15	4	6	0	2	0	2	2	2	4	1,000	1,200	1561		
Nonsect.....	2	2	7	78	59	68	0	3	2	2	2	5	2	5	4	1,200	15,000	1562		
Nonsect.....	2	1	25	15	155	115	.....	.....	.....	.....	4	4	.....	.....	4	500	150,000	1563	
Presb.....	1	0	1	4	28	31	.....	.....	.....	.....	.....	.....	.....	.....	3	0	.....	4,800	1564
Bapt.....	1	2	40	30	35	30	10	8	8	10	1	0	.....	.....	4	0	700	4,000	1565
Nonsect.....	3	1	100	60	20	10	50	40	20	0	10	5	8	3	4	0	700	12,000	1566	
Presb.....	1	2	59	65	66	54	.....	.....	.....	.....	.....	.....	.....	.....	4	0	225	6,000	1567
Friends.....	1	2	6	14	35	40	.....	.....	.....	.....	1	0	.....	.....	4	0	196	10,000	1568
Presb.....	1	1	10	15	25	25	.....	.....	.....	.....	3	2	.....	.....	.....	1,000	1,500	1569	
M. E. So.....	1	1	32	22	21	29	.....	.....	.....	.....	.....	.....	.....	.....	.....	150	4,000	1570	
Nonsect.....	1	0	15	3	20	37	.....	.....	.....	.....	0	0	0	0	4	0	500	1,500	1571
Nonsect.....	1	1	23	29	16	.....	.....	.....	.....	.....	0	0	0	0	3	230	1,300	1572	
A. M. E.....	3	1	42	20	134	89	20	5	2	1	12	10	8	4	4	2,500	40,000	1573		
Nonsect.....	1	0	8	6	75	64	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1574	1574
Nonsect.....	4	0	76	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	300	20,000	1575	
Cong.....	0	2	50	25	40	50	.....	.....	.....	.....	1	1	0	1	.....	150	5,000	1576	
Nonsect.....	1	0	8	12	47	15	.....	.....	.....	.....	1	1	1	3	6	.....	8,000	1577	

TABLE 44.—Statistics of private high schools, endowed academies, seminaries, and

State and post-office.	Name.	Principal.
1	2	3
TENNESSEE—continued.		
1578 Lexington.....	Lexington Normal School and Commercial Institute.	Robert L. Sutton.....
1579 Lewisburg.....	Haynes-McLean School.....	M. M. Summar.....
1580 Liberty.....	Liberty Training School*.....	L. F. Wilkerson.....
1581 Loudon.....	Loudon College.....	D. Balharrie Simpson, B. A.
1582 Lynchburg.....	Lynchburg Training School.....	J. C. Goodrich.....
1583 Lynnville.....	The Robert B. Jones High School.....	Jackson Reeves.....
1584 McKenzie.....	McTyeire School.....	Robins and Peoples.....
1585 McLemoresville.....	McLemoresville Collegiate Institute.	L. S. Mitchell, A. M.....
1586 Martin.....	McFerrin College*.....	J. T. Pritchett, M. A.....
1587 Memphis.....	St. Agnes's Academy.....	Sister Bernardine, superior.
1588 Memphis (366 Poplar street)	St. Mary's School.....	Sister in charge.....
1589 Memphis.....	University School.....	E. S. Werts, J. W. S. Rhea.....
1590 Midway.....	Midway High School.....	C. B. Cox, A. M.....
1591 Monteagle.....	Fairmount College.....	Miss Susie P. Dubose.....
1592 Mount Juliet.....	Caldwell Training School.....	W. A. Caldwell.....
1593 Mountpleasant.....	Howard Institute*.....	James A. Bostwick.....
1594 Mulberry.....	"Eagle's Nest" or Mulberry Training School.	J. C. Condor.....
1595 Munford.....	Dyersburg District Training School.	Abernathy & Bass.....
1596 Nashville.....	Belmont College.....	Misses Hood and Heron.....
1597 Nashville (1309 Broad street)	Bowen School.....	A. G. Bowen.....
1598 Nashville.....	Buford College.....	Mrs. E. G. Buford.....
1599 Nashville (28 Academy place).	Montgomery Bell Academy.....	S. M. D. Clark.....
1600 Nashville.....	St. Cecilia's Academy*.....	Mother Francis.....
1601 Nashville (206 South High street).	The University School.....	Clarence B. Wallace.....
1602 Newmarket.....	Newmarket Academy.....	John H. Pence.....
1603 Newport.....	Newport Seminary.....	Alex. S. Paxton.....
1604 Orlinda.....	Orlinda Normal Academy*.....	Wm. McNeeley.....
1605 Ottway.....	Ottway College.....	E. F. Goddard.....
1606 Parrottsville.....	Parrottsville Seminary.....	J. M. Rule.....
1607 Persia.....	Holston Valley High School.....	W. B. Sanders.....
1608 Pleasanthill.....	Pleasanthill Academy.....	W. E. Wheeler.....
1609 Rogersville.....	Swift Memorial Institute.....	W. H. Franklin, D. D.....
1610 Savannah.....	Savannah Institute*.....	H. E. Woodside.....
1611 Scotts Hill.....	Scotts Hill College.....	B. A. Tucker.....
1612 Sevierville.....	Murphy College.....	H. F. Ketron.....
1613 Smyrna.....	Smyrna Fitting School.....	Richey and Nolen.....
1614 Sneedville.....	McKinney Academy*.....	F. A. Penland.....
1615 Southside.....	Southside Preparatory School*.....	McKee and Harper.....
1616 Tazewell.....	Tazewell College*.....	W. A. Evans.....
1617 Tullahoma.....	Brandon Training School*.....	Alfred J. Brandon.....
1618 Union.....	Union City High School and Training School.	D. A. Williams.....
1619 Viola.....	Parks School.....	J. B. Parks.....
1620 Watertown.....	Watertown Training School.....	Wm. H. Turney.....
1621 Wellspring.....	Powell's Valley Seminary.....	E. M. Ellison.....
1622 Wheat.....	Roane College*.....	William Taylor.....
1623 Whitepine.....	Edwards Academy.....	R. Fisher.....
1624 Woodbury.....	Woodbury Academy.....	E. J. Lehman.....
TEXAS.		
1625 Abilene.....	Simmons College.....	Rev. C. R. Hairfield, A. B.....
1626 Albany.....	Reynolds Presbyterian Academy.....	C. R. Melcher.....
1627 Arlington.....	Carlisle School for Boys.....	James M. Carlisle.....
1628 Austin.....	St. Mary's Academy*.....	Sister superior.....
1629 do.....	Samuel Huston College.....	R. S. Lovingsgood.....

* Statistics of 1900-1901.

other private secondary schools for the scholastic year 1901-2—Continued.

Religious denomination.	Secondary instructors.		Students.																Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
			Secondary students.		Elementary pupils, including all below secondary grades.		Preparing for college.				Graduates in 1902.		College preparatory students in the class that graduated in 1902.									
							Classical course.		Scientific course.													
							Male.	Female.	Male.	Female.					Male.	Female.	Male.	Female.				
1	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22				
Nonsect ...	2	0	25	25	115	125										4	0	250	\$2,500	1578		
Nonsect ...	2	2	50	45	25	20	8	7				2	4	2	2	4	0	200	10,000	1579		
Bapt.	1	0	10	70	60	1	1	1	1	0						4	0			1580		
Nonsect ...	1	1	14	17	17	18	3	1				1	1			4	0	100	10,000	1581		
Nonsect ...	1	1	27	22	16	18	2	3	0	0						1	0	50	1,500	1582		
Nonsect ...	2	0	17	30	39	34	1	0				1	0	1	0	4	0	200	18,000	1583		
Meth. So. ...	2	0	59	18	59	18						5	2			4	0	800	12,000	1584		
Meth.	2	1	33	27	42	40				12	9					6	0	300	5,500	1585		
M. E. So. ...	4	5	51	63	28	30						4	3	2	1	4	0		15,000	1586		
R. C.	0	5	0	54	0	92						0	5			4	0			1587		
Epis.	0	7	0	20	6	52	0	1	0	2	0	4	0	0	2	4	0			1588		
Nonsect ...	7	0	106	0	31	0										5	0		30,000	1589		
Nonsect ...	1	0	10	15	47	53										5	0		1,500	1590		
P. E.	1	8	0	38	0	0						0	4			5	0	1,000	20,000	1591		
Nonsect ...	2	3	28	24	1	8	5	1								4	0		2,000	1592		
Meth.	2	1	65	58	37	46	48	36				4	3	4	3	5	0	1,200	10,500	1593		
Nonsect ...	1	1	20	18	40	52										5	0	600	6,000	1594		
Meth.	2	0	28	10	77	36	1	1				1	1			4	0	724	5,625	1595		
Nonsect ...	0	10	0	98	0	63						0	12				0	650		1596		
Nonsect ...	3	0	76	0	0	20	0	8	0			0				4	0	1,800	10,000	1597		
Nonsect ...	0	9	0	150	0	0	0	75	0	75	0	5					0	300	25,000	1598		
Nonsect ...	5	0	74	0	19	0	5	0	12	0	4	0	1	0	4	4	0			1599		
R. C.	0	11	0	130	0	20						0	5			4	0	3,000	15,000	1600		
Nonsect ...	4	1	66	0	38	0	16	0	19	0	16	0	15	0	4	0				1601		
Presb.	1	0	13	11	51	41			5	4	0	1	0	1	3	0	1,000	5,000		1602		
Nonsect ...	1	0	5	5	10	8	0	1	2	3	0	0	0	0	0					1603		
Nonsect ...	2	0	20	20	45	50	2	0	1	0	2	3	1	0	3	0	250	2,250		1604		
Nonsect ...	1	1	28	27	52	51	13	10	15	17	0	0	0	0	4	0	20	4,000		1605		
Meth.	1	1	35	40	20	30	35	40				0	0	0	4	0	200	5,000		1606		
Bapt.	1	0	15	14	30	26	3	1												1607		
Cong.	2	3	17	17	158	133	1	1			3	2	1	1	34	1,000	25,000		1608			
Presb.	2	1	12	15	74	151	3	1				1	5	1	5	800	3,000		1609			
Nonsect ...	2	0	10	15	76	80	5	6				13	2		3	300	10,000		1610			
Nonsect ...	3	1	80	40	60	55										300	900		1611			
Meth.	2	4	22	21	147	119			10	8					3	2,000	15,000		1612			
Nonsect ...	1	0	8	7	10	5	3	1				1	2	1	1	4	0	720	3,000	1613		
Presb.	1	0	14	8	66	62						1	2	1	3	30				1614		
Nonsect ...	2	1	23	27	48	53	5	4	7	3	7	3	7	3	4	120	3,000		1615			
Nonsect ...	1	1	25	14	40	41	5	7							4	700				1616		
Nonsect ...	3	0	89	35	126	95					11	24			4	5,000				1617		
Nonsect ...	3	1	34	80	0	0									4	500	6,000		1618			
Nonsect ...	1	2	20	40												50	6,500		1619			
Nonsect ...	1	1	42	50	60	50	10	8	7	5	2	0			4	200	1,000		1620			
Meth.	2	0	20	33	73	54	0	0	0	0	0	0	0	0	5	90	5,000		1621			
Nonsect ...	2	0	13	13	50	60										500				1622		
U. Breth. ...	2	0	22	11	69	60	1	0	5	4	2	3	2	2	4	350	5,000		1623			
Nonsect ...	2	0	36	29	19	10	10	7				4	3		5	4,000				1624		
Bapt.	8	2	89	52	5	4						4	4		3	64	5,000	37,500		1625		
Presb.	2	0	9	11	20	33						0	2		4	0	500	2,500		1626		
Nonsect ...	3	0	23	0	25	0	15	5	5	0	0	0	0	0	6	23	1,000	10,000		1627		
R. C.	0	5	0	70	0	80						0	5		4					1628		
M. E.	2	3	11	13	99	150	11	6				4	2	4	2	4	0	700	35,000		1629	

TABLE 44.—Statistics of private high schools, endowed academies, seminaries, and

State and post-office.	Name.	Principal.
1	2	3
TEXAS—continued.		
1630 Austin.....	Tillotson College.....	Marshall R. Gaines.....
1631 Belton.....	Belton Academy.....	C. H. Wedemeyer.....
1632 Brenham.....	Blinn Memorial College.....	John Pluenneke, B. S.....
1633 ..do.....	Evangelical Lutheran College.....	Rev. E. Gerfen.....
1634 Brownsville.....	Incarnate Word Academy*.....	Mother Stanislaus.....
1635 ..do.....	St. Joseph's College.....	Rev. Louis Pitoye, O. M. I.....
1636 Buffalogap.....	Buffalogap College*.....	J. D. Clay.....
1637 Cleburne.....	Cleburne Academy.....	K. A. Berry.....
1638 Corsicana.....	Miller's (Mrs.) Seminary for Ladies and Girls.....	Mrs. R. T. Miller.....
1639 Crockett.....	Mary Allen Seminary.....	John B. Smith, D. D.....
1640 Crowell.....	Crowell College*.....	H. A. Mayers.....
1641 Dallas.....	Central Academy.....	Waldemar Malcolmson.....
1642 Denison.....	Harshaw's Academy*.....	Geo. L. Harshaw.....
1643 Eddy.....	Literary and Scientific Institute.....	J. M. Bedichek.....
1644 Forney.....	The Lewis Academy.....	N. E. Lewis.....
1645 Forth Worth.....	St. Ignatius Academy.....	Sister Louise.....
1646 Galveston.....	St. Joseph's Convent.....	Sister Mary.....
1647 Glenrose.....	Glenrose Collegiate Institute.....	Rev. Andrew S. Carver.....
1648 Grapevine.....	Grapevine College.....	G. T. Bludworth.....
1649 Houston.....	Hargis (Misses) School.....	The Misses Hargis.....
1650 Jacksonville.....	Alexander Collegiate Institute.....	Edward Ralston Williams.....
1651 Jasper.....	Southeast Texas College.....	J. H. Synnott.....
1652 Laredo.....	Laredo Seminary.....	N. E. Holding.....
1653 ..do.....	Ursuline Academy.....	Mother St. Joseph.....
1654 McKinney.....	Hawthorne College.....	H. G. Reed.....
1655 Marshall.....	Bishop College.....	Arthur B. Chaffee, D. D.....
1656 ..do.....	Masonic Female Institute.....	W. C. Parham.....
1657 Midlothian.....	University Training School.....	Thos. E. Kennedy.....
1658 Moody.....	Central Texas Institute.....	S. J. Lewis.....
1659 Mount Syivan.....	Rose Dale Academy.....	J. W. Adamson.....
1660 Omen.....	Summer Hill School.....	N. Smylie, A. M.....
1661 Paris.....	Mary Connor Female College*.....	H. B. Abernethy.....
1662 Salado.....	Thomas Arnold High School.....	S. J. Jones, A. M., Ph. D.....
1663 San Antonio.....	Academy of Our Lady of the Lake.....	Mother M. Florence.....
1664 ..do.....	Magruder's Collegiate Institute.....	J. B. Magruder.....
1665 ..do.....	Peacock's School for Boys.....	Wesley Peacock.....
1666 ..do.....	St. Louis College.....	John Wolf.....
1667 ..do.....	St. Mary's College.....	Brother George Deck.....
1668 ..do.....	San Antonio Academy.....	W. B. Seeley, A. M., Ph. D.....
1669 ..do.....	Ursuline Academy.....	Mother M. Ursula.....
1670 ..do.....	West Texas Military Academy.....	John F. Howard.....
1671 San Marcos.....	Coronal Institute.....	John Edward Pritchett.....
1672 Seguin.....	St. Joseph's Academy.....	Sisters of the Incarnate Word.....
1673 Sherman.....	North Texas Female College.....	Mrs. Luey Kidd Key.....
1674 ..do.....	Sherman Private School.....	J. H. Le Tillier.....
1675 Stephenville.....	John Tarleton College.....	E. E. Bramlette.....
1676 Tehuacana.....	Westminster College.....	C. O. Stubbles, A. M.....
1677 Van Alstyne.....	Columbia College.....	W. A. Matthews.....
1678 Waco.....	The Douglas-Schuler School.....	S. A. Douglas.....
1679 Weatherford.....	Texas Female Seminary*.....	Miss Emma E. McClure.....
1680 ..do.....	Weatherford College*.....	David S. Switzer.....
1681 Whitewright.....	Grayson College*.....	J. F. Anderson.....
UTAH.		
1682 Ephraim.....	Snow Academy.....	Newton E. Noyes.....
1683 Logan.....	New Jersey Academy.....	Isaac Newton Smith.....
1684 Mount Pleasant.....	Wasatch Academy.....	Geo. H. Marshall, M. S.....
1685 Ogden.....	Weber Stake Academy*.....	L. F. Moench.....
1686 Payson.....	Iliff Academy.....	Miss Katharine M. Johnson, A. B.....

* Statistics of 1900-1901.

TABLE 44.—Statistics of private high schools, endowed academies, seminaries, and

State and post-office.	Name.	Principal.
1	2	3
UTAH—continued.		
1687 Provo	Brigham Young Academy*.....	George H. Brimhall.....
1688 Salt Lake City.....	All Hallow's College.....	Thomas J. Larken.....
1689 ..do.....	Gordon Academy*.....	Caroline Paine.....
1690 ..do.....	Latter-Day Saints' College.....	Joshua H. Paul.....
1691 ..do.....	Rowland Hall.....	Mrs. Clara Colburne.....
1692 ..do.....	St. Mary's Academy.....	Sister M. Lucretia.....
1693 ..do.....	Salt Lake Collegiate Institute.....	Robert J. Caskey.....
1694 Springville.....	Hungerford Academy.....	Haddington G. Brown.....
1695 Vernal.....	Uintah Stake Academy.....	Don B. Colton.....
VERMONT.		
1696 Bakersfield.....	Brigham Academy.....	Charles H. Morrill.....
1697 Burlington.....	St. Mary's Academy.....	Sisters of Mercy.....
1698 Derby.....	Derby Academy.....	G. A. Andrews.....
1699 Essex.....	Essex Classical Institute.....	Charles L. Orton.....
1700 Lyndon Center.....	Lyndon Institute.....	Fremont L. Pugsley.....
1701 McIndoe Falls.....	McIndoes Academy.....	Carlton D. Howe, A. B.....
1702 Manchester.....	Burr and Burton Seminary*.....	B. C. Rodgers, A. B.....
1703 Montpelier.....	Montpelier Seminary.....	Walter R. Davenport.....
1704 New Haven.....	Beeman Academy.....	Frederic H. Allen.....
1705 North Craftsbury.....	Craftsbury Academy.....	Arthur C. Cole.....
1706 Peacham.....	Caledonia County Grammar School.....	Charles H. Cambridge.....
1707 Poultney.....	Troy Conference Academy.....	Charles H. Dunton.....
1708 St. Albans.....	St. Mary's School.....	Sister Eugenia.....
1709 Saxtons River.....	Vermont Academy.....	Edward Ellery, Ph. D.....
1710 Thetford.....	Thetford Academy.....	Luman R. Bowdish.....
1711 Townshend.....	Leland and Gray Seminary.....	E. Edgecomb.....
1712 West Brattleboro.....	Brattleboro Academy.....	Frank E. Perkins.....
VIRGINIA.		
1713 Abingdon.....	Abingdon Academy.....	B. R. Smith.....
1714 Alexandria (212 North Washington street).....	Potomac Academy.....	John S. Blackburn.....
1715 Amelia.....	Otterburn Springs Female Institute.....	R. W. Cridlin, D. D.....
1716 Arvonfa.....	Seven Islands School*.....	Philip B. Ambler.....
1717 Bedford City.....	Randolph-Macon Academy.....	E. Sumter Smith.....
1718 Berryville.....	Shenandoah University School.....	R. K. Meade.....
1719 Bethel Academy.....	Bethel Military Academy.....	T. W. Smith, E. S. Blackwell, M. J. Jenkins.....
1720 Blackstone.....	Blackstone Female Institute*.....	Rev. James Cannon, jr., A. M.....
1721 ..do.....	Hoge Memorial Military Academy.....	E. B. Fishburne, Ph. B., B. S.....
1722 Black Walnut.....	Cluster Springs Academy.....	Hampden Wilson.....
1723 Bon Air.....	Bon Air School.....	William Day Smith.....
1724 Bruington.....	Bruington Academy.....	Alexander Fleet.....
1725 Buena Vista.....	Southern Seminary.....	Rev. E. H. Rowe.....
1726 Charlottesville.....	Piedmont Institute.....	Miss Mary N. Meade.....
1727 ..do.....	University School.....	Horace W. Jones.....
1728 Churchland.....	Churchland Academy.....	Robert Edward Loving.....
1729 Claremont.....	The Temperance Industrial and Collegiate Institute.....	John J. Smallwood.....
1730 Clifton Forge.....	The Alleghany Institute.....	F. W. King and R. R. Powell.....
1731 ..do.....	Clifton Forge Seminary.....	Miss Dora L. Bryant.....
1732 Covesville.....	Cove Academy.....	Daniel Blain.....
1733 Danville.....	Danville Military Institute.....	I. H. Saunders.....
1734 ..do.....	Randolph-Macon Institute.....	William Holmes Davis.....
1735 Dayton.....	Shenandoah Collegiate Institute.....	E. W. Hoenshel.....
1736 Farnham.....	Farnham Academy.....	Robert Williamson.....

* Statistics of 1900-1901.

other private secondary schools for the scholastic year 1901-2—Continued.

Religious denomination.	Students.																		Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
	Secondary instructors.		Secondary students.		Elementary pupils, including all below secondary grades.		Preparing for college.		Graduates in 1902.		College preparatory students in the class that graduated in 1902.											
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.								
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22				
L. D. S.	27	10	440	299	135	34				131	33	7	5	7	5	4	0	5,432	\$100,000	1687		
R. C.	6	0	60	0	110	0	8	0	6	0	10	0	3	0	4	44	1,500	100,000	1688			
Cong.	1	3	10	19	0	0	1	1				1	3	1	3	4	0	2,000	75,000	1689		
L. D. S.	16	28	423	277	391	145				6	0	4	0	0	4	0	0	4,000	250,000	1690		
Epis.	0	0	0	85	10	75	0	3	0	12	0	0	8	0	3	4	0	2,000	50,000	1691		
R. C.	0	0	25	0	195	0					0	1	0	1	4			600	125,000	1692		
Presb.	12	5	24	53	4	12	7	6	6	4	3	6	3	4	4	0	400	75,000	1693			
Presb.	1	1	7	20	10	85	3	1			1	5	1	4	4	0	400	20,000	1694			
L. D. S.	2	1	28	37	27	23	3	5	4	0	4	5			2	0	160	1,500	1695			
Nonsect.	2	4	58	65	9	2	9	2	10	6	8	16	3	3	4	0	800	50,000	1696			
R. C.	0	0	0	35	220	215					0	5			3	0	1,500		1697			
Nonsect.	1	2	22	30	13	14	0	1	6	0	8	5	4	0	4	20	1,000	8,000	1698			
Nonsect.	1	1	12	14	8	8	0	0	12	0					4	0	200	3,000	1699			
Free Bapt.	3	4	17	43	0	0	1	2	2	2	1	9	0	2	4	0	1,259	28,000	1700			
Nonsect.	1	1	9	13	0	0	2	0			3	4	2	0	4	0	35	2,000	1701			
Nonsect.	2	2	28	32	0	0	8	6	1	0	3	6	3	1	4	0	1,000	30,000	1702			
M. E.	3	7	47	29	74	114	23	4	2	6	13	5	8	1	4	30	1,000	98,000	1703			
Nonsect.	1	1	10	21	26	70	0	0	2	2	0	3			4	70			1704			
Nonsect.	1	3	24	34	2	2			11	4	4	9	3	3	4	2	300	4,000	1705			
Nonsect.	1	1	21	24	12	8	4	3	0	0	1	3	0	2	4	0	30	6,000	1706			
Nonsect.	5	5	55	62	36	11	20	7	14	3	11	12	11	3	4	0	2,800	75,000	1707			
R. C.	0	1	0	32	58	140									3	0	500	30,000	1708			
Bapt.	3	6	63	49	7	1	10	5	20	10	10	7	9	6	4	70	4,000	112,000	1709			
Cong.	2	3	34	34	0	0	4	0	3	0	0	2			4	0	3,000	7,000	1710			
Bapt.	3	3	39	37	3	1	2	5	3	3					4	0	350	8,000	1711			
Cong.	1	1	23	24	0	0	0	0	7	1	1	0	1	0	4	0	200	5,000	1712			
Nonsect.	2	0	35	0	23	0	10	0	4	0					0	0	600	5,000	1713			
Nonsect.	2	0	17	0	4	0									5	0			1714			
Bapt.	1	5	6	30	0	0			0	5					4	0	500	15,000	1715			
Nonsect.	2	0	9	0	3	0									4		1,200		1716			
Meth.	6	0	99	0	0	0	10	0	3	0	0	0			4	0	1,000	100,000	1717			
Nonsect.	1	0	16	0	0	0	10	0	3	0					4	0		1,000	1718			
Nonsect.	5	0	65	0	0	0	0	0	0	0	2	0			32				1719			
Meth.	1	19	0	200	7	26					0	18					850	55,000	1720			
Presb.	6	0	54	0	0	0	3	0	5	0	3	0	2	0	4	51	2,000	18,000	1721			
Presb.	3	0	41	0	0	0	15	0	10	0	5	0	5	0	4	0	1,000	15,000	1722			
Nonsect.	1	1	14	5	8	4	0	0	3	2	2	0	2	0	4	0	150	3,000	1723			
Nonsect.	1	0	5	2	4	1	3	2							4	0	600	2,500	1724			
Meth.	4	8	0	35	5	63					0	1						75,000	1725			
Epis.	0	2	0	80	0	17					0	6	0	4	4				1726			
Nonsect.	2	0	29	0	0	19	0									0			1727			
Bapt.	1	1	17	5	16	9	0	4	4	0					4	0		7,000	1728			
Nonsect.	3	5	36	48	9	14	12	2	7	18	8	12	5	8	4	0	3,497	24,716	1729			
Nonsect.	0	2	16	16	28	34										0		4,000	1730			
Nonsect.	0	5	4	40	20	22	0	2	0	2	0	3				500		4,000	1731			
Nonsect.	1	0	6	0	2	0	2	0	1	0	3	0	3	0	4	0		4,000	1732			
Nonsect.	6	0	89	0	0	88	0	11	0	11	0	0	0	4	87			20,000	1733			
Meth.	2	7	0	94	0	20	0	0	0	0					4	0	300	42,000	1734			
U. Breth.	7	4	58	38	52	43	3	0	0		10	7	1	0	4	0	2,000	22,000	1735			
Nonsect.	1	0	11	9	2	3	3	2	0	0					4	0		500	1736			

TABLE 44.—Statistics of private high schools, endowed academies, seminaries, and

State and post-office.	Name.	Principal.
1	2	3
VIRGINIA—continued.		
1737 Floyd	Oxford Academy	Rev. John K. Harris
1738 Fort Defiance	Augusta Military Academy *	Charles S. Koller, A. M.
1739 Franklin	Franklin Female Seminary	John B. Brewer
1740 do	Franklin Male Academy	J. Henry Martin
1741 Friends Mission	Blue Ridge Academy	Eunice M. Darden
1742 Front Royal	Randolph-Macon Academy	Charles L. Melton, A. M.
1743 Gloucester	Gloucester Academy	John Tabb
1744 Gordonsville	Woodlawn Seminary	Edgar Stinson
1745 Hampton	Hampton College	Miss Bessie L. Fitchett
1746 Herndon	Herndon Seminary	Misses Castleman
1747 Hume	Cleveland High School *	James J. Marshall
1748 Keysville	Keysville Mission Industrial School.	Wm. H. Hayes
1749 Locust Dale	Locust Dale Academy	W. W. Briggs
1750 Lodi	Liberty Hall Home School *	W. J. Edmondson
1751 Manassas	Manassas Institute *	Mrs. F. O. Metz and Miss Osburn.
1752 Mendota	Hamilton High School *	Wm. C. Patton
1753 Mount Clinton	West Central Academy	I. S. Wampler
1754 Newport News	Hampton Roads Military Academy *	Col. E. W. H. Huffman
1755 Norfolk (138 Granby street).	Leache-Wood Seminary	Miss Agnes Douglas West
1756 Norfolk	Norfolk Academy	John F. Blackwell
1757 Norfolk (341 Princess Anne avenue).	Norfolk Mission College	W. McKirahan
1758 Norfolk	Phillips and West School for Girls.	Misses Phillips and West
1759 Norfolk (174 Holt street)	St. Mary's Male Academy	Brother Ignatius
1760 Portsmouth (401 Cranford street).	Portsmouth Academy	W. H. Stokes
1761 Portsmouth	St. Joseph's Academy	Sister Agnes
1762 Richmond	Academy of the Visitation	Sister Mary Justina Prevost
1763 Richmond (5 and 7 North Belvidere street).	McGuire's University School	John P. McGuire
1764 Richmond	Nolley's School for Boys	G. M. Nolley
1765 Richmond (311 North Ninth street).	St. Peter's Cathedral Boys' School.	Brother Marcellus
1766 Ridgeway	Ridgeway Institute	Mary W. Roberts
1767 Rural Retreat	Hawkins Chapel Institute	O. C. Peterson
1768 Scottsburg	Scottsburg Normal College	Job Yeargin, B. S.
1769 South Boston	South Boston Female Institute	J. P. Sneed
1770 Staunton	Staunton Military Academy *	Wm. H. Kable
1771 do	Virginia Female Institute	Miss Maria Pendleton Duval
1772 Suffolk (63 Main street)	Nansemond Seminary *	Mrs. Lucy H. Quimby
1773 Suffolk	St. Paul's University Mission School *	Rev. T. E. Wise
1774 do	Suffolk College	Sally A. Finney
1775 Tazewell	Tazewell College	C. D. M. Showalter
1776 Warrenton	Fauquier Institute	Geo. G. Butler
1777 Waynesboro	Fishburne Military School	James A. Fishburne
1778 do	Valley Seminary	Mrs. J. B. Winston and H. M. Blain, M. A.
1779 West Point	The West Point Seminary	J. T. Bethel
1780 Winchester (112 South Market street).	Fairfax College * (née Hall)	G. C. Shepherd
1781 Winchester	Shenandoah Valley Academy *	J. B. Lovett
1782 Wytheville	Academy of the Visitation	Mother Borgia
WASHINGTON.		
1783 College Place	Walla Walla College	E. L. Stewart
1784 Goldendale	Klickitat Academy	Charles Truubin
1785 North Yakima	Woodcock Academy	R. M. Edwards
1786 Olympia	Providence Academy	Sister Joseph Hercule

* Statistics of 1900-1901.

other private secondary schools for the scholastic year 1901-2—Continued.

Religious denomination.	Secondary instructors.		Students.														Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
			Secondary students.		Elementary pupils, including all below secondary grades.		Preparing for college.				Graduates in 1902.		College preparatory students in the class that graduated in 1902.							
	Male.	Female.					Male.	Female.	Male.	Female.					Male.	Female.				
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
Presb.....	2	3	2	15	5	15	2	4	1	3					4	0	1,500	\$2,000	1787	
Nonsect.....	2	0	34	0	25	0	4	0	7	0				5	0	5	0	10,000	1788	
Nonsect.....	0	6	0	52	0	39	0	0	0	0				0	2	0	0	400	1789	
Nonsect.....	2	1	23	0	30	0	5	0	4	0								56	1740	
Friends.....	0	1	1	4	131	0												1,000	1741	
M. E. So.....	5	1	70	0	0	0												700	1742	
Nonsect.....	2	1	31	0	0	0	5	0	5	0				2	0			33	1743	
Nonsect.....	0	2	4	5	2	2												4	1744	
Nonsect.....	1	5	0	53	0	0	0	45						0	1				1745	
Epis.....	0	2	7	7	1	10												300	1746	
Epis.....	1	0	14	0	35	0	6	0	6	0				2	0	2	0	40	1747	
Bapt.....	1	2	10	40	5	20	5	20	1	5								200	1748	
Nonsect.....	5	0	65	0	3	0													1749	
Nonsect.....	1	1	20	15	10													256	1750	
Nonsect.....	1	3	7	10	26	32			3	5	0	4	0	3	4		1,000	4,000	1751	
Nonsect.....	1	0	10	12	10	12									3	0	450	3,000	1752	
Nonsect.....	5	1	38	50	35	38								2	2	0	4	250	1753	
Nonsect.....	2	0	22	0	38	30	4	0	18	0				2	3		4	22	1754	
Nonsect.....	0	8	0	50	0	44								0	4			820	1755	
Nonsect.....	4	0	70	0	70	0	20	0	20	0				6	0			4	1756	
U. Presb.....	2	11	28	66	196	369	4	8	0	0				5	4	2	1	3	0	1757
Nonsect.....	1	5	0	40	0	35								0	4			5	1758	
R. C.....	1	0	17	0	177	0												3	0	1759
Nonsect.....	1	0	25	5	65	5												0		1760
R. C.....	0	8	0	17	33	103	0	17										3	0	1761
R. C.....	0	3	0	10	0	10	0	2	0	2				0	3			4	0	1762
Nonsect.....	5	0	111	0	82	0	30	0	20	0				15	0	12	0	4		1763
Nonsect.....	3	0	50	0	26	0	20	0	5	0				4	0	4	0			1764
R. C.....	1	0	25	0	162	0	5	0						6	0	2	0	2	0	1765
Nonsect.....	0	1	10	6	30	29								0	0	0	0			1766
Luth.....	1	0	8	6	3	16	2	1	0	0				0	0	0	0			1767
Bapt.....	1	0	11	10	21	20	5	5	1	4				6	2					1768
Nonsect.....	1	1	4	5	5	10	0	2	0	3				0	0	0	0			1769
Nonsect.....	5	0	25	0	15	0	15	0	10	0				1	0	1	0	25		1770
Epis.....	0	12	0	100	0	25								0	3			4	0	1771
Epis.....	0	3	0	19	3	4	0	2						0	6	0	1	4	0	1772
Univ.....	1	1	30	24	80	86	1	1	1	1				2	0			4	0	1773
Meth.....	0	7	0	32	0	0								0	3			4	0	1774
Nonsect.....	4	3	33	35	16	17	16	18	17	17				3	1	3	1		0	1775
Nonsect.....	0	2	0	26	4	20								0	1			4	0	1776
Nonsect.....	4	0	49	0	0	0												4	45	1777
Nonsect.....	2	5	0	59	0	25	0	1	0	1				0	3	0	1	4	0	1778
Nonsect.....	2	2	14	12	12	16	10	10	8	9				0	14	0	8	3	0	1779
Presb.....	2	4	0	20	3	9	0	5						0	5	0	3	3	0	1780
Nonsect.....	6	0	70	0	10	0								3	0	3	0	4	0	1781
R. C.....	0	2	0	7	0	27												500	40,000	1782
7th D. Adv.....	6	3	50	46	60	65														1783
Nonsect.....	2	1	67	51	35	10	10	5	7	5				7	3	5	1	4	0	1784
Cong.....	1	2	7	13	11	13	1	0	0	4				0	1	0	1	4	0	1785
R. C.....	0	1	0	14	39	72								0	5					1786

TABLE 44.—Statistics of private high schools, endowed academies, seminaries, and

State and post-office.	Name.	Principal.
1	2	3
WASHINGTON—continued.		
1787 Parkland..... 1788 Seattle..... 1789 do..... 1790 Snobomish..... 1791 South Park..... 1792 Spokane..... 1793 do..... 1794 Tacoma..... 1795 Vancouver..... 1796 Waitsburg..... 1797 Walla Walla.....	Pacific Lutheran University..... Academy of the Holy Names..... Seattle Seminary..... Puget Sound Academy..... College of our Lady of Lourdes..... Academy of the Holy Names..... Brunot Hall..... Annie Wright Seminary..... Providence Academy..... Waitsburg Academy*..... De La Salle Institute.....	N. J. Hong..... Sister M. Hyacintha..... Clark W. Shay..... George C. Snow..... Brother Theodulus..... Sister Mary Alodia..... Julia P. Bailey..... Miss Mary Alice Port, A. B..... Sister M. Melaine..... J. A. Keener..... Brother Vantasian.....
WEST VIRGINIA.		
1798 Alderson..... 1799 Beckley..... 1800 Buckhannon..... 1801 Burnsville..... 1802 Charles Town..... 1803 do..... 1804 Clarksburg..... 1805 Elizabeth..... 1806 Fayetteville..... 1807 Parkersburg..... 1808 Romney..... 1809 Salem..... 1810 Wayne..... 1811 Wheeling..... 1812 do.....	Alleghany Collegiate Institute... The Beckley Seminary..... West Virginia Conference Seminary*..... Burnsville Academy*..... Powhatan College..... Stephenson Female Seminary..... Broadus Institute..... Elizabeth Seminary..... Fayetteville Academy..... Academy of the Visitation..... Potomac Academy..... Salem College..... Oak View Academy..... Linsly Institute..... Mount de Chantal.....	W. S. Anderson..... B. H. White..... John Wier..... G. F. Queen..... S. P. Hatton..... C. N. Campbell, D. D..... Samuel Ellis Swartz..... A. S. Lee..... H. C. Robertson..... Sister M. Xavier Reilly..... J. E. Hodgson..... T. L. Gardner, A. M., D. D..... T. B. McClure..... Baine C. Dent..... Sister Mary Xavier.....
WISCONSIN.		
1813 Ashland..... 1814 Beaver Dam..... 1815 Delafield..... 1816 Evansville..... 1817 Fond du Lac..... 1818 Galesville..... 1819 Hillside..... 1820 Kenosha..... 1821 Madison..... 1822 do..... 1823 Milwaukee..... 1824 do..... 1825 do..... 1826 Mount Calvary..... 1827 Prairie du Chien..... 1828 Racine..... 1829 do..... 1830 Rochester..... 1831 Scandinavia..... 1832 Sinsinawa..... 1833 Water Town..... 1834 Waukesha.....	North Wisconsin Academy..... Wayland Academy..... St. John's Military Academy..... Evansville Seminary..... Grafton Hall..... Gale College..... Hillside Home School..... Kemper Hall..... Sacred Heart Academy..... Wisconsin Academy..... German-English Academy..... Milwaukee Academy..... St. John's Cathedral School (Girls)..... St. Lawrence College..... St. Mary's Academy..... Grammar School of Racine College*..... St. Catharine's Academy..... Rochester Academy..... Scandinavia Academy..... St. Clara College*..... Sacred Heart College..... Carroll College.....	M. J. Fenengo..... Edwin P. Brown..... Sidney T. Smythe, president..... A. H. Stilwell, A. M..... B. T. Rogers..... L. M. Gimmestad, B. A..... Misses Jones..... Sister Margaret Clare..... Mother Reginald..... Miss Charlotte E. Richmond..... Emil Dapprich..... Julius Howard Pratt, Ph. D..... Sister Bernardine..... Antonine Wilmer..... Sister M. Seraphia..... Rev. Henry D. Robinson..... Mother M. Cecilia..... James F. Eaton..... E. C. Nelson..... Rev. John J. O'Rourke, C. S. C..... Walter L. Rankin, Ph. D.....
WYOMING.		
1835 Cheyenne.....	Convent of the Holy Child Jesus..	Mother Mary Stanislaus.....

* Statistics of 1900-1901.

other private secondary schools for the scholastic year 1901-2—Continued.

Religious denomination.	Secondary instructors.		Students.																Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
			Secondary students.		Elementary pupils, including all below secondary grades.		Preparing for college.				Graduates in 1902.		College preparatory students in the class that graduated in 1902.									
							Classical course.		Scientific course.													
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22				
Luth	3	2	58	15	30	15	5	0	5	0	6	6	2	0	3	0	700	\$87,000	1787			
R. C.	0	6	0	40	0	239	0	0	0	0	0	3	0	0	4	0	540	.....	1788		
Free Meth.	0	1	23	16	50	46	6	2	2	1	2	2	2	1	4	0	500	15,000	1789			
Cong	0	2	35	20	8	30	0	0	0	0	3	3	1	1	0	4	1,100	28,000	1790			
R. C.	4	0	35	0	40	0	0	0	0	0	4	0	0	0	2	30	1,200	25,000	1791			
R. C.	0	3	0	57	12	172	0	0	0	0	0	5	0	0	4	0	350	.....	1792		
R. C.	0	5	0	29	0	20	0	0	0	0	0	0	0	0	4	0	150	20,000	1793			
Epis	0	8	0	64	2	55	0	3	0	2	0	6	0	3	4	0	2,000	.....	1794		
R. C.	0	1	0	20	40	180	0	0	0	0	3	0	0	0	4	0	300	.....	1795		
U. Presb.	0	3	34	23	9	20	2	2	4	1	3	2	1	1	4	0	300	16,000	1796			
R. C.	1	0	24	0	119	0	0	0	0	0	4	0	2	0	3	0	500	10,000	1797			
Meth	0	4	27	22	15	16	10	6	0	0	2	1	1	0	4	0	300	1,200	1788			
Nonsect ..	0	1	50	35	150	113	0	0	0	0	2	2	2	2	0	1,000	7,000	1789				
M. E.	0	2	258	180	30	20	0	0	0	0	18	12	3	8	0	4,000	100,000	1800				
Nonsect ..	1	1	16	18	28	25	0	0	0	0	0	0	0	0	0	0	100	3,500	1801			
Nonsect ..	0	1	0	50	0	50	0	10	0	0	0	4	0	0	0	0	1,200	70,000	1802			
Presb.	0	4	0	17	0	16	0	0	0	0	0	2	0	0	4	0	600	10,000	1803			
Bapt.	0	6	25	58	47	78	6	0	0	0	2	15	1	0	3	0	800	120,000	1804			
Nonsect ..	0	0	30	36	20	15	5	5	0	0	0	0	0	0	0	0	0	0	1805			
Nonsect ..	0	1	21	23	51	76	0	0	0	0	0	0	0	0	4	0	156	5,500	1806			
R. C.	0	4	0	20	0	50	0	0	0	0	0	2	0	0	0	0	0	0	1807			
Presb.	0	0	27	20	47	0	0	0	9	6	3	1	0	0	4	0	5,000	.....	1808		
Nonsect ..	0	2	60	40	25	20	0	0	0	0	3	1	0	0	0	0	3,500	.....	1809		
Nonsect ..	1	1	35	36	10	14	7	4	3	6	6	4	3	2	3	0	500	20,000	1810			
Nonsect ..	3	0	40	0	71	0	1	0	30	0	8	0	8	0	4	40	0	0	1811			
R. C.	0	12	0	60	0	50	0	0	0	0	0	13	0	3	0	6,000	.....	1812			
Cong	2	2	21	22	22	37	5	2	16	20	6	4	5	2	4	0	3,000	35,000	1813			
Bapt.	6	7	43	46	0	0	9	6	9	6	7	3	7	3	5	0	2,000	80,000	1814			
Epis	7	1	125	0	10	0	7	0	25	0	24	0	14	0	4	125	5,000	150,000	1815			
Free Meth.	1	4	27	34	33	41	8	7	6	6	1	2	1	0	4	0	565	25,000	1816			
Epis	4	9	0	72	0	18	0	6	0	0	0	3	0	1	4	0	2,000	100,000	1817			
Luth	3	0	10	6	24	9	2	0	0	0	0	1	0	0	4	0	3,000	25,000	1818			
Nonsect ..	1	1	15	18	4	0	1	3	3	9	0	1	0	1	4	0	2,500	40,000	1819			
P. E.	5	12	0	92	0	29	0	15	0	0	0	9	0	2	5	92	2,800	.....	1820		
R. C.	0	8	0	45	0	36	0	1	0	2	0	3	0	3	4	0	465	.....	1821		
Nonsect ..	0	4	34	29	14	9	0	0	0	0	7	5	7	2	4	0	465	.....	1822		
Nonsect ..	4	1	10	9	71	62	5	4	5	5	10	9	0	0	3	0	1,850	80,462	1823			
Nonsect ..	6	0	55	0	46	0	16	0	20	0	8	0	8	0	4	0	1,200	35,000	1824			
R. C.	0	2	0	35	0	370	0	15	0	0	0	5	0	2	6	0	2,372	.....	1825		
R. C.	13	0	128	0	0	0	121	0	0	0	9	0	3	0	5	0	2,850	65,000	1826			
R. C.	0	5	0	40	0	40	0	0	0	0	0	9	0	0	4	0	738	75,000	1827			
Epis	6	0	51	0	40	0	25	0	15	0	3	0	3	0	4	51	11,000	250,000	1828			
R. C.	0	5	0	41	0	170	0	0	0	0	0	6	0	0	4	0	3,375	.....	1829		
Cong	1	4	16	32	10	4	3	5	0	5	6	12	1	5	3	0	630	5,000	1830			
Luth	1	1	19	15	36	9	4	3	0	0	10	9	3	0	4	0	600	25,000	1831			
R. C.	0	18	0	150	0	90	0	0	0	0	0	13	0	0	5	0	0	0	1832			
R. C.	4	0	40	0	60	0	0	0	0	0	5	0	5	0	40	3,800	.....	1833			
Presb.	6	3	74	45	1	6	0	0	0	0	8	10	6	1	3	0	1,000	72,000	1834			
R. C.	0	4	8	29	52	147	0	0	0	0	0	8	0	0	4	0	500	60,000	1835			

CHAPTER XL.

MANUAL AND INDUSTRIAL TRAINING.

References to recent Reports of the United States Commissioner of Education, in which this subject has been treated or statistics published: Annual Report for 1888-89, pages 411-428, 1362-1367; 1889-1890, pages 1148, 1209-1212, 1351-1356; 1891-92, page 1197; 1892-93, pages 186, 188, 560-575; 1893-94, pages 877-949, 2092-2169; 1894-95, page 2170; 1895-96, pages 989-992, 1001-1152, 1321-1329, 1510-1521 (column 8); 1896-97, pages 193-197, 699-703, 2211-2222 (column 8), 2279-2294; 1897-98, pages 141, 194, 723, 2370-2382 (column 8), 2419-2440; 1898-99, pages 26, 83, 179-189, 208-209, 853-863, 1355-1361, 1442, 1448, 1525-1536 (column 8), 2139-2162; 1899-1900, pages 329, 875, 1811-1821 (column 8), 2437-2467, 2505; 1900-1901, pages 216, 217, 1510, 1961, 2231-2268, 2342, 2372.

The number of schools devoted chiefly to manual and industrial training reporting to this Office for the scholastic year ending June, 1902, was 163, an increase of 10 schools over the preceding year. The number of different pupils in these schools receiving manual or industrial training was 49,269. The expenditures of these schools (not including the Indian schools) for the pay of teachers, for materials, for new tools and repairs, and for incidentals amounted to \$1,118,406, an increase of \$295,342 over the preceding year. These items are given in detail, by States, in Tables 3 to 5 of this chapter.

Included in the list of manual training schools are 39 schools for the industrial training of Indian children. The 163 schools had 1,559 teachers of manual training—941 men and 618 women. The number of boys receiving training was 29,183 and the number of girls 20,086.

Table 6 gives in detail the statistics of the 124 manual and industrial training schools other than the Indian schools.

The statistics of the 39 Indian schools are given in Table 7.

The branches of manual training, or the trades taught, and the number of pupils in each branch, so far as reported for the individual schools mentioned in Tables 6 and 7, are shown in Table 8.

It has been found impracticable to ascertain each year the number of pupils receiving manual or industrial training in schools not chiefly devoted to such training. Statistics of this character were collected in 1893-94 and printed in the Report of this Bureau for that year, pages 2093-2169.

A reference to chapter 43 of the present volume will show that most of the schools for the negroes offer manual and industrial training. Statistics of manual training in reform schools are given in chapter 44, and similar statistics for schools for the defective classes in chapter 45.

Table 1 shows the number of cities of 8,000 inhabitants and over in whose public schools manual training has been given since 1890. In that year it was given in 37 cities; in 1894, in 95 cities; in 1896, in 121 cities; in 1898, in 146 cities; in 1900, in 169 cities, and in 1902, in 270 cities. Table 2 gives a list of the 270 cities in whose public schools manual training (other than drawing) was given in 1901-2, and indicates the grades in each city system in which such instruction was given.

TABLE 1.—Number of cities of 8,000 population and over in each State in which manual training was given in the years indicated.

State or Territory.	1890.	1894.	1896.	1898.	1900.	1901.	1902.
United States.....	37	95	121	146	169	232	270
North Atlantic Division.....	23	52	72	80	94	112	125
South Atlantic Division.....	3	3	6	5	10	16	22
South Central Division.....	1	2	2	5	3	12	12
North Central Division.....	10	30	31	45	48	73	89
Western Division.....		8	10	11	14	19	22
North Atlantic Division:							
Maine.....		2	1	4	3	4	4
New Hampshire.....	1	1	3	2	3	3	2
Vermont.....						1	1
Massachusetts.....	6	17	22	33	38	43	46
Rhode Island.....		2	7	3	3	3	3
Connecticut.....	1	3	6	7	7	8	9
New York.....	6	10	18	16	16	19	22
New Jersey.....	4	12	8	10	18	20	22
Pennsylvania.....	5	5	7	5	6	11	16
South Atlantic Division:							
Delaware.....	1	1	1	1	1	1	1
Maryland.....	1	1	1	1	1	2	5
District of Columbia.....	1	1		1	2	2	2
Virginia.....			2	1	2	3	4
West Virginia.....			2	1	1	2	2
North Carolina.....						1	2
South Carolina.....						1	2
Georgia.....					3	4	5
Florida.....						1	1
South Central Division:							
Kentucky.....		2	2	3	1	2	2
Tennessee.....	1					2	2
Alabama.....						2	2
Mississippi.....							1
Louisiana.....				1		4	1
Texas.....				1	2	1	2
Arkansas.....						1	1
Oklahoma.....							1
Indian Territory.....							
North Central Division:							
Ohio.....	2	3	7	11	6	5	9
Indiana.....		1	2	2	4	6	6
Illinois.....	2	7	5	9	7	12	19
Michigan.....	2	2	4	3	8	11	13
Wisconsin.....	2	5	4	8	9	13	6
Minnesota.....	1	4	5	5	3	6	16
Iowa.....		4	3	4	3	5	4
Missouri.....		2		2	5	9	10
North Dakota.....							
South Dakota.....					1	1	1
Nebraska.....	1	2	1	1	1	2	2
Kansas.....					1	3	3
Western Division:							
Montana.....						1	1
Wyoming.....							
Colorado.....		2	3	3	5	6	6
New Mexico.....					1		
Arizona.....							
Utah.....						1	2
Nevada.....							
Idaho.....						1	1
Washington.....		2	1	1	1	1	1
Oregon.....							
California.....		4	6	7	7	9	11

TABLE 2.—*Cities in which manual training (other than drawing) was given in the public schools in 1901-2.*

Cities.	Grades in which manual training was given.	Cities.	Grades in which manual training was given.
ALABAMA.		ILLINOIS—continued.	
Birmingham.....	All.	Chicago.....	5, 6, 7, and 8, and in English high and manual training school.
Huntsville.....	1, 2, 3, 4, 5, and 6.	Dixon.....	8.
ARKANSAS.		Evanston, District 1.....	6, 7, and 8.
Fort Smith.....	High school.	Galesburg.....	High school.
CALIFORNIA.		Harvey.....	6, 7, and 8.
Alameda.....	6, 7, and 8.	La Salle.....	High school.
Fresno.....	8, 9, and 10.	Moline.....	7, 8, and first two years of high school.
Los Angeles.....	1, 2, 3, 4, 5, 6, 7, and 8.	Monmouth.....	1, 2, 3, 4, 5, 6, 7, and 8.
Oakland.....	High school.	Peoria.....	8, 9, 10, 11, and 12.
Pasadena.....	1, 2, 3, and 4.	Quincy.....	Grammar grades.
Redlands.....	3, 4, 5, 6, 7, and 8.	Rockford.....	7, 8, 9, and 10.
San Bernardino.....	1, 2, 3, 4, 5, and 6.	Rock Island.....	7 and 8 grades. Also high school.
San Diego.....	4, 5, 6, 7, and 8.	Springfield.....	7, 8, 9, and 10.
San Francisco.....	7 and 8. Also high school.	Sterling.....	7 and 8.
Santa Barbara.....	1 to 8.	Urbana.....	Do.
Stockton.....	9 and 10, high school.	INDIANA.	
COLORADO.		Bluffton.....	All.
Cripple Creek.....	1, 2, 3, and 4.	Fort Wayne.....	1, 2, and 3.
Denver:		Indianapolis.....	4, 5, 6, 7, and 8, high school (manual training).
District No. 1.....	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, and 12.	La Porte.....	Primary.
District No. 7.....	Do.	Marion.....	Do.
District No. 17.....	4, 5, 6, 7, 8, 9, 10, 11, and 12.	Richmond.....	All.
Pueblo:		IOWA.	
District No. 1.....	5, 6, and 7.	Davenport.....	9 and high school.
District No. 20.....	All above the third grade. Also high school.	Des Moines (West).....	7, 8, and high school.
CONNECTICUT.		Iowa City.....	5, 6, 7, 8, 9, 10, 11, and 12.
Bridgeport.....	AM.	Mason City.....	7, 8, 9, 10, 11, and 12.
Bristol.....	5, 6, 7, and 8.	KANSAS.	
Hartford.....	7 and high school.	Emporia.....	1, 2, 3, 4, 5, 6, 7, and 8.
Manchester (South).....	5, 6, 7, 8, and 9.	Kansas City.....	High school.
Naugatuck.....	6, 7, 8, 9, 10, and 11.	Pittsburg.....	1, 2, 3, 4, 5, 6, high school.
New Britain.....	All.	KENTUCKY.	
New Haven.....	4, 5, 6, and 7.	Frankfort.....	High school.
New London.....	7 and 8.	Louisville.....	Do.
Stamford.....	7, 8, 9, and high school.	LOUISIANA.	
DELAWARE.		Shreveport.....	7, 8, 9, and 10.
Wilmington.....	5 and 6 grammar. Also high school.	MAINE.	
DISTRICT OF COLUMBIA.		Bath.....	6, 7, 8, 9, and 3 years in high school.
Seventh to eighth divisions.....	3 through high school.	Lewiston.....	6, 7, 8, 9, and 1 year in high school.
Ninth to eleventh divisions.....	7 and 8.	Portland.....	7, 8, 9, and 10.
FLORIDA.		Westbrook.....	7, 8, and 9.
Tampa.....	2, 3, 5, and 8.	MARYLAND.	
GEORGIA.		Annapolis.....	4, 5, 6, 7, 8, 9, and 10.
Athens.....	Grammar grades.	Baltimore.....	Primary and high school.
Atlanta.....	All.	Cambriage.....	6, 7, 8, 9, and 10.
Brunswick.....	1, 2, and 3.	Cumberland.....	7, 8, 9, and 10.
Columbus.....	1, 2, 3, 4, 5, 6, 7, and 8.	Salisbury.....	1, 2, 3, 4, 5, 6, 7, 8, 9, and 10.
Waycross.....	1 and 2 (primary).	MASSACHUSETTS.	
IDAHO.		Amherst.....	6, 7, 8, and 9.
Boise.....	All.	Arlington.....	7, 8, 9, and 10.
ILLINOIS.		Attleboro.....	1, 2, 3, 4, 5, 6, 7, and 8.
Aurora, East Side.....	6, 7, 8, and high school.	Barnstable.....	3 and 9.
Bloomington.....	7 and 8.	Boston.....	6, 7, 8, 9, 10, and 11.
Cairo.....	1 high school.	Bridge-water.....	7, 8, and 9.
Champaign.....	8 and first year in high school.	Brockton.....	High school.
		Brookline.....	All.
		Cambridge.....	Grammar and high school.

TABLE 2.—*Cities in which manual training (other than drawing) was given in the public schools in 1901-2—Continued.*

Cities.	Grades in which manual training was given.	Cities.	Grades in which manual training was given.
MASSACHUSETTS— continued.		MISSOURI—continued.	
Concord	6, 7, 8, 9, and 10.	Kansas City	5, 6, and 7.
Dedham	4, 5, 6, 7, 8, 9, 10, 11, 12, and 13.	Kirksville	High school.
Easton	7.	Moberly	3, 4, 5, 6, 7, 8, and 9.
Everett	5, 6, 7, and 8.	St. Louis	7 and 8.
Fall River	High school.	Sedalia	High school.
Fitchburg	9, 10, 11, and 12.	Warrensburg	Primary.
Framingham	Normal practice school.	MONTANA.	
Gardner	High school.	Helena	4, 5, and 6.
Greenfield	2, 3, 4, 5, 6, 7, 8, 9, 10, 11, and 12.	NEBRASKA.	
Haverhill	5, 6, 7, 8, 9, 10, 11, 12, and 13.	Beatrice	7, 8, and 9.
Holyokc	High school.	Omaha	9 and 10.
Lawrence	Do.	NEW HAMPSHIRE.	
Lowell	10, 11, 12, and 13.	Concord	5, 6, 7, 8, 9, and high school.
Lynn	8, grammar, and high school.	Manchester	8 and 9.
Malden	9, grammar and high school.	NEW JERSEY.	
Medford	6, 7, 8, and 9.	Asbury Park	1, 2, 3, 4, 5, 6, 7, and 8.
Milton	All.	Atlantic City	5, 6, 7, 8, 9, and 10.
Natick	6, 7, 8, 9, 10, 11, 12, and 13.	Bayonne City	4 and 5.
New Bedford	7, 8, 9, and sloyd.	Camden	All.
Newton	6, 7, 8. Sloyd 7 and 8.	Dover	Primary.
North Adams	8 and 9 grammar.	East Orange	5, 6, 7, 8, and high school.
Northampton	5, 6, and 7.	Elizabeth	High school.
Plymouth	5, 6, 7, 8, and 9.	Englewood	1, 2, 3, 4, 5, 6, and 7.
Quincy	5, 6, 7, and 8.	Hoboken	6, 7, and 8.
Reading	7 and 8.	Long Branch	5, 6, 7, and 8.
Salem	Grammar.	Montclair	All grades, high school.
Somerville	High school.	Newark	All.
South Bridge	Primary.	North Plainfield	5, 6, 7, 8, 9, 10, 11, and 12.
Springfield	6, 7, 8, 9, grammar and high school.	Orange	All.
Wakefield	7, 8, and 9.	Passaic	3, 4, 5, 6, 7, and 8.
Waltham	5, 6, 7, 8, 9, 10, 11, 12, and 13.	Patterson	7 and 8.
Watertown	1, 2, 3, 4, 5, 6, 7, and 8.	Red Bank	6, 7, 8, 9, and 10.
Wellesley	All.	South Orange	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, and 12.
Westfield	5, 6, 7, 8, and 9.	Summit	5 and first year of high school.
Williamstown	1, 2, 3, 4, 5, 6, 7, 8, and 9.	Union	From third year through high school.
Winchester	4, 5, 6, 7, and 8.	Vineland	All.
Worcester	9.	West Orange	1, 2, 3, 4, 5, 6, 7, and 8.
MICHIGAN.		NEW YORK.	
Ann Arbor	3, 4, 5, 6, 7, 8, and 9.	Albany	High school.
Battle Creek	5, 6, 7, and 8.	Batavia	Primary.
Calumet	5, 6, 7, 8, and high school.	Binghamton	9, 10, 11, and 12.
Detroit	4, 5, 6, 7, and 8.	Dunkirk	High school.
Flint	7 and 8.	Geneva	3, 4, 5, 6, and one grammar school.
Grand Rapids	5, 6, 7, and 8.	Herkimer	Primary.
Ishpeming	5, 6, 7, 8, and high school.	Hudson	3, 4, and 5.
Kalamazoo	5, 6, 7, 8, 9, 10, 11, and 12.	Ithaca	6, 7, and 8.
Menominee	5, 6, 7, 8, 9, 10, 11, and 12.	Jamestown	All.
Muskegon	All.	Malone	5, 6, 7, and 8.
Saginaw (East)	5, 6, 7, and 8.	Middletown	3 and 4.
Traverse City	1, 2, 3, 4, 5.	Newburg	8, 9, 10, and 11.
Ypsilanti	1, 2, 3, 4, 5, 6, 7, and 8.	New Rochelle	Primary.
MINNESOTA.		New York City	5 and 7. All.
Duluth	High school.	Niagara Falls	5, 6, and 7.
Mankato	Do.	Port Chester	1, 2, 3, 4, 5, 6, and 7.
Minneapolis	Do.	Rochester	All other than high school.
St. Cloud	5, 6, and 7.	Syracuse	7 and 8.
St. Paul	High school.	Utica	5, 6, 7, 8, and 9.
Stillwater	9.	Whitehall	High school.
MISSISSIPPI.		White Plains	4, 5, 6, 7, and 8.
Greenville	All (white school).	Yonkers	5, 6, 7, and high school.
MISSOURI.		NORTH CAROLINA.	
Carthage	7, 8, and high school.	Asheville	1, 2, 3, 4, 5, 6, and 7.
Columbia	3 and high school.	Durham	6, 7, 8, 9, and 10.
Hannibal	1, 2, 3, and 8.		
Joplin	High school.		

TABLE 2.—*Cities in which manual training (other than drawing) was given in the public schools in 1901-2—Continued.*

Cities.	Grades in which manual training was given.	Cities.	Grades in which manual training was given.
OHIO.			
Akron	5, 6, 7, 8, 9, 10, and 11.		
Cleveland	All.		
Dayton	7 and 8.		
Elyria	5, 6, and 7.		
Galion	5, 6, 7, and 8.		
Glenville	1, 2, and 3.		
Norwood	5, 6, 7, and 8.		
Toledo	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, and 12.		
Youngstown	High school.		
OKLAHOMA.			
Guthrie	High school.		
PENNSYLVANIA.			
Allegheny	10 and 11, grammar.		
Beaver Falls	All.		
Bradford	Grammar.		
Conshohocken	All above primary.		
Harrisburg	High school.		
Homestead	From sixth year through high school.		
Johnstown	Grammar and high school.		
Meadville	5, 6, and 7.		
Norristown	7, through high school.		
Philadelphia	In two manual training schools. Sewing in all girls classes, third up, and cooking in sixth year.		
Pittsburg	Grammar.		
St. Marys	All.		
Shenandoah	High school.		
Titusville	3, 4, 5, 6, and 7.		
West Chester	High school.		
Wilkesbarre	Do.		
RHODE ISLAND.			
Newport	6, 7, 8, 9, 10, 11, 12, and 13.		
Providence	High school.		
Woonsocket	7, 8, and 9.		
SOUTH CAROLINA.			
Columbia	Primary.		
Sumter	3 and 4.		
SOUTH DAKOTA.			
Sioux Falls	All.		
TENNESSEE.			
Jackson	1, 2, 3, 4, 5, and 6.		
Nashville	7, 8, and 9.		
TEXAS.			
Austin	8, 9, 10, and 11.		
San Antonio	3, 4, 5, and 6.		
UTAH.			
Logan	All.		
Salt Lake City	7 and 8.		
VERMONT.			
St. Johnsbury	6 and 7.		
VIRGINIA.			
Lynchburg	Grammar.		
Norfolk	3.		
Petersburg	High school.		
Staunton	7, 8, 9, and 10.		
WASHINGTON.			
Seattle	High school.		
WISCONSIN.			
Appleton	High school and eighth grade.		
Chippewa Falls	4, 5, 6, and 7.		
Eau Claire	1, 2, 3, 4, 5, 6, 7, 8, 9, and 10.		
Fon du Lac	1, 2, 3 of high school.		
Green Bay	High schools.		
Janesville	9, 10, 11, and 12.		
Marinette	7, 8, and high school.		
Menominee	All.		
Merrill	Do.		
Milwaukee	5, 6, 7, 8, and high school.		
Neenah	7, 8, and 9, cooking; 5 and 6, sewing.		
Portage	High school.		
Racine	4, 5, 6, 7, and 8.		
Sheboygan	Primary.		
Superior	6, 7, 8, and high school.		
Washburn	6, 7, 8, 9, 10, 11, and 12.		

TABLE 3.—Number of instructors and students, by sex, in manual and industrial training schools, 1901-2.

State or Territory.	Literary instruction.						Manual, industrial, or technical training.					
	Instructors.		Elementary pupils.		Secondary students.		Instructors.		Elementary pupils.		Secondary students.	
	Male.	Fe-male.	Male.	Fe-male.	Male.	Fe-male.	Male.	Fe-male.	Male.	Fe-male.	Male.	Fe-male.
United States	492	707	9,861	7,492	12,876	8,899	941	618	9,470	8,729	19,713	11,557
North Atlantic Division ..	219	256	2,456	1,852	5,866	4,370	422	226	2,707	3,274	12,082	7,495
South Atlantic Division ..	33	75	984	926	585	326	55	66	807	784	761	595
South Central Division ...	30	55	838	650	646	524	41	22	687	515	467	165
North Central Division ...	167	233	3,487	2,561	4,586	2,951	306	184	3,135	2,445	5,227	2,343
Western Division	43	88	2,096	1,503	1,193	728	117	120	2,134	1,711	1,176	759
North Atlantic Division:												
Maine							1		56			
New Hampshire												
Vermont												
Massachusetts	28	30	18	20	1,140	432	46	39	122	391	2,374	807
Rhode Island	11	13	34	82	226	122	32	18	431	537	603	294
Connecticut	19	16	90	0	508	299	37	9	70	0	569	800
New York	37	85	464	1,387	852	1,487	196	121	346	1,686	4,367	3,166
New Jersey	14	5	19	16	131	69	21	6	59	16	341	76
Pennsylvania	110	107	1,831	347	3,009	1,961	89	33	1,623	644	3,828	2,352
South Atlantic Division:												
Delaware							1	0	0	0	40	0
Maryland	19	11	235	120	357	36	15	2	138	96	442	80
District of Columbia ..	1	6	80	58	0	32	5	19	0	60	50	80
Virginia	4	14	77	51	100	84	9	10	87	79	81	91
West Virginia												
North Carolina	2	22	294	230	80	94	12	17	241	94	30	126
South Carolina	1	4	92	112	9	6	6	4	101	118		
Georgia	6	14	206	349	39	68	7	11	240	287	118	158
Florida	0	4	0	6	0	6	0	3	0	50	0	60
South Central Division:												
Kentucky	14	4	55	59	298	19	10	1	15	30	317	54
Tennessee	0	8	20	30	35	65						
Alabama	4	7	105	164			3	3	101	160		
Mississippi												
Louisiana	8	6	118	23	90	60	5	3	101	23	90	60
Texas	2	17	0	40	222	380	2	3	0	40	60	51
Arkansas												
Oklahoma	2	13	540	334			21	12	470	262		
Indian Territory												
North Central Division:												
Ohio	13	41	285	254	711	369	109	16	418	421	1,511	441
Indiana	16	32	334	247	601	593	17	13			503	474
Illinois	66	36	1,008	514	1,586	376	53	20	947	462	1,357	272
Michigan	0	5	146	143			11	10	266	121	222	242
Wisconsin	1	8	190	153	14	48	14	28	109	303	72	127
Minnesota	6	19	63	76	387	151	4	1	63	76	387	151
Iowa	8	13			250	400	2	0			125	0
Missouri	8	7			978	953	19	11			991	575
North Dakota	4	11	256	255	59	61	12	16	242	240	59	61
South Dakota	3	19	469	416			12	22	358	321		
Nebraska	2	12	286	203			13	17	282	201		
Kansas	40	30	450	300			40	30	450	300		
Western Division:												
Montana	2	8	182	165	93	91	14	14	112	98	93	91
Wyoming												
Colorado	8	14	257	115	302	266	19	21	234	115	262	253
New Mexico	3	14	385	302	10	8	15	19	395	310		
Arizona	7	22	857	555			24	19	654	467	51	38
Utah	1	1	21	26								
Nevada	0	4	67	60	63	34	7	6	93	75		
Idaho	0	3	65	75			3	5	75	65		
Washington	0	1	32	8			1	3	32	8		
Oregon												
California	22	21	230	197	725	329	34	33	539	573	770	377

TABLE 4.—Summary of statistics of manual and industrial training schools, 1901-2.

State or Territory.	Total number institutions.	Literary instruction.			Manual, industrial, or technical training.		
		Total number instructors.	Total number elementary pupils.	Total number secondary students.	Total number instructors.	Total number elementary pupils.	Total number secondary students.
United States.....	163	1,199	17,353	21,775	1,559	18,199	31,070
North Atlantic Division.....	55	475	4,308	10,236	648	5,981	19,577
South Atlantic Division.....	21	108	1,910	911	121	1,591	1,356
South Central Division.....	15	85	1,488	1,170	63	1,202	632
North Central Division.....	45	400	6,048	7,587	490	5,580	7,570
Western Division.....	27	181	3,599	1,921	287	3,845	1,935
North Atlantic Division:							
Maine.....	1				1	56	
New Hampshire.....							
Vermont.....							
Massachusetts.....	9	58	38	1,572	85	513	3,181
Rhode Island.....	5	24	116	348	50	968	897
Connecticut.....	5	35	90	807	46	70	1,369
New York.....	21	122	1,851	2,339	317	2,032	7,533
New Jersey.....	3	19	35	200	27	75	417
Pennsylvania.....	11	217	2,178	4,970	122	2,267	6,180
South Atlantic Division:							
Delaware.....	1				1		40
Maryland.....	5	30	355	393	17	234	522
District of Columbia.....	2	7	138	32	24	60	130
Virginia.....	2	18	128	184	19	166	172
West Virginia.....							
North Carolina.....	6	24	524	174	29	335	156
South Carolina.....	1	5	204	15	10	219	
Georgia.....	3	20	555	107	18	527	276
Florida.....	1	4	6	6	3	50	60
South Central Division:							
Kentucky.....	3	18	114	317	11	45	371
Tennessee.....	1	8	50	100			
Alabama.....	2	11	269		6	261	
Mississippi.....							
Louisiana.....	3	14	141	150	8	124	150
Texas.....	2	19	40	603	5	40	111
Arkansas.....							
Oklahoma.....	4	15	874		33	732	
Indian Territory.....							
North Central Division:							
Ohio.....	6	54	539	1,080	125	839	1,952
Indiana.....	2	48	581	1,194	30		977
Illinois.....	10	102	1,522	1,962	73	1,409	1,629
Michigan.....	2	5	289		21	389	464
Wisconsin.....	6	9	343	62	42	412	199
Minnesota.....	2	25	139	538	5	139	538
Iowa.....	1	21		650	2		125
Missouri.....	3	15		1,931	30		1,566
North Dakota.....	4	15	511	120	28	482	120
South Dakota.....	5	22	885		34	679	
Nebraska.....	3	14	489		30	483	
Kansas.....	1	70	750		70	750	
Western Division:							
Montana.....	2	10	347	184	28	210	184
Wyoming.....							
Colorado.....	4	22	372	568	40	349	515
New Mexico.....	3	17	687	18	34	705	
Arizona.....	5	29	1,412		43	1,121	89
Utah.....	1	2	47				
Nevada.....	1	4	127	97	13	168	
Idaho.....	1	3	140		8	140	
Washington.....	1	1	40		4	40	
Oregon.....							
California.....	9	43	427	1,054	67	1,112	1,147

TABLE 5.—*Value of plant and expenditures for manual and industrial training.*

State or Territory.	Cost of plant.	Expenditures for 1901-2.				
		For teachers.	For materials.	For new tools and repairs.	For incidentals.	Total.
United States	\$5,384,626	\$690,719	\$140,473	\$69,159	\$218,055	\$1,118,406
North Atlantic Division.....	2,180,573	342,912	57,273	15,024	53,074	468,283
South Atlantic Division.....	400,977	30,015	8,712	5,559	8,680	52,966
South Central Division.....	115,797	17,789	10,750	3,020	1,080	32,639
North Central Division.....	2,554,539	237,093	47,706	40,331	152,464	477,594
Western Division.....	132,740	62,910	16,032	5,225	2,757	86,924
North Atlantic Division:						
Maine.....		270	200			470
New Hampshire.....						
Vermont.....						
Massachusetts.....	499,000	44,075	13,169	2,096	2,966	62,306
Rhode Island.....		40,000	1,679	120	7,415	49,214
Connecticut.....	162,050	24,645	153	92	50	24,940
New York.....	841,499	79,071	23,900	7,694	28,040	138,705
New Jersey.....	75,000	9,591	166	992	98	10,847
Pennsylvania.....	603,024	145,260	18,066	4,030	14,505	181,801
South Atlantic Division:						
Delaware.....	100	200	50	0	10	260
Maryland.....	81,000	12,500	750	3,050	150	16,450
District of Columbia.....	150,000		5,772	79	50	5,901
Virginia.....	101,627	7,440	1,315	1,950	585	11,290
West Virginia.....						
North Carolina.....	65,750	7,600	75	130	7,510	15,315
South Carolina.....						
Georgia.....	2,500	2,275	750	350	375	3,750
Florida.....						
South Central Division:						
Kentucky.....	72,500	6,700	1,175	1,075	50	9,000
Tennessee.....						
Alabama.....	21,650	4,696	8,453	15	20	13,184
Mississippi.....						
Louisiana.....	14,000	4,400	950	1,590	375	7,315
Texas.....	7,647	1,993	172	340	635	3,140
Arkansas.....						
Oklahoma.....						
Indian Territory.....						
North Central Division:						
Ohio.....	1,205,206	66,401	18,186	22,710	142,065	249,362
Indiana.....	250,000	11,235	2,100	1,590	1,250	16,175
Illinois.....	551,600	64,180	17,397	5,000	3,095	89,672
Michigan.....	309,133	10,689	942	9,458	5,084	26,173
Wisconsin.....	1,100	300			325	625
Minnesota.....	10,000	21,938	1,000	250		23,188
Iowa.....	3,500	2,770	500	125	25	3,420
Missouri.....	214,000	57,080	7,581	1,198	620	66,479
North Dakota.....	10,000	2,500				2,500
South Dakota.....						
Nebraska.....						
Kansas.....						
Western Division:						
Montana.....						
Wyoming.....						
Colorado.....	17,590	11,525	705	25	27	12,282
New Mexico.....						
Arizona.....						
Utah.....						
Nevada.....						
Idaho.....						
Washington.....	150	3,185	100		30	3,315
Oregon.....						
California.....	115,000	48,200	15,227	5,200	2,700	71,327

TABLE 6.—Statistics of manual and industrial

Location.	Name of institution.	President or director.
1	2	3
ALABAMA.		
1 Calhoun.....	Calhoun Colored School.....	C. R. Thorn, Rev. Pitt Dillingham.
2 Camphill.....	The Southern Industrial Institute.....	Lyman Ward.....
CALIFORNIA.		
3 Oakland.....	Polytechnic High School.....	Philip M. Fisher.....
4 San Francisco.....	California School of Mechanical Arts.....	George A. Merrill.....
5 ..do.....	Cogswell Polytechnic College.....	Barton Cruikshank.....
6 ..do.....	Mechanics' Institute*.....	Frederick J. Teggart.....
7 ..do.....	Polytechnic High School.....	W. N. Bush.....
8 ..do.....	Wilmerding School of Industrial Arts.....	George A. Merrill.....
9 Santa Barbara.....	The Anna S. C. Blake Manual Training School.	Ednah A. Rich.....
COLORADO.		
10 Denver.....	State Home for Dependent and Neglected Children.	Dora E. Reynolds.....
11 ..do.....	Manual Training High School.....	Charles A. Bradley.....
CONNECTICUT.		
12 Bridgeport.....	Trade School and Institute (Y. M. C. A.)...	Dr. I. De Ver Warner.....
13 Hartford.....	Hillyer Institute (Y. M. C. A.).....	George A. Gregg.....
14 New Haven.....	Boardman Manual Training High School.....	Charles L. Kirschner.....
15 Waterbury.....	Waterbury Industrial School.....	Mrs. A. S. Chase.....
16 ..do.....	The Young Women's Friendly League....	Miss Anna L. Ward.....
DELAWARE.		
17 Wilmington.....	Cooperative Draughting Schools.....	A. Edward Rhodes.....
DISTRICT OF COLUMBIA.		
18 Washington.....	Industrial Home School.....	C. W. Skinner.....
19 ..do.....	St. Rose's Industrial School.....	Sister Clara.....
FLORIDA.		
20 Ocala.....	Emerson Memorial Home School.....	C. M. Buckbee.....
GEORGIA.		
21 Athens.....	Knox Institute and Industrial School....	L. S. Clark.....
22 Fort Valley.....	Fort Valley High and Industrial School*..	J. W. Davidson.....
23 Macon.....	Central City College.....	Wm. E. Holmes.....
ILLINOIS.		
24 Chicago.....	Chicago English High and Manual Training School.	A. R. Robinson.....
25 ..do.....	Chicago Manual Training School.....	Henry H. Beefield.....
26 ..do.....	Chicago Sloyd School.....	Anna Murray.....
27 ..do.....	Jewish Training School.....	Henry L. Frank.....
28 ..do.....	Lewis Institute.....	Geo. N. Carman.....
29 Des Plaines.....	St. Mary's Training School.....	Brother Paulian.....
30 Evanston.....	Manual Training School.....	H. H. Kingsley.....
31 Glenwood.....	Illinois Manual Training School Farm....	E. B. Butler.....
32 Peoria.....	Bradley Polytechnic Institute.....	E. O. Sisson.....
33 Springfield.....	Manual Training School.....	E. Jerrey.....
INDIANA.		
34 Indianapolis.....	Manual Training High School.....	C. E. Emmerrich.....
35 Knightstown.....	Indiana Soldiers and Sailors Orphans' Home.	A. H. Graham.....
IOWA.		
36 Des Moines.....	West Des Moines High and Industrial School.	A. C. Newell.....

* Statistics of 1900-1901.

training schools in the United States in 1901-2.

Literary instruction.									Manual, industrial, or technical training.								
Instructors.			Elementary pupils.			Secondary students.			Instructors.			Elementary pupils.			Secondary students.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
1	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
4	7	11	105	164	269				3	3	6	101	160	261			1
																	2
3	4	7				110	130	240	7	8	15				110	130	240
3	3	6				284	88	372	6	2	8				284	88	372
4	2	6				3	36	39	2	3	5				48	84	132
1	1	2	50	0	50												5
2	2	10				195	75	270	2	2	4				195	75	270
2	1	3				133	0	133	8	0	8				133		133
									3	3	365	385	750				9
1	1	2	56	14	64	40	13	53	1	1	27	14	41				10
6	7	13				262	253	515	6	5	11				262	253	515
5	0	5	90	0	90	6	0	6	3	0	3	70	0	70	27	0	27
4	2	6				196	0	196	10	0	10				146	0	146
6	9	15				396	231	627	4	5	9				396	231	627
4	5	9					68	68	20	0	20				0	200	200
									4	4					0	369	369
									1	0	1				40	0	40
1	2	3	80	30	110				5	3	8				50	20	70
	4	4	0	28	28	0	32	32		16	16	0	60	60	0	60	60
	4	4	0	6	6	0	6	6	3	3		50	50			60	60
2	4	6	117	149	266	17	36	53	2	4	6	75	87	162	18	33	51
4	16	14	89	200	289	22	32	54	3	4	7	165	200	365	100	125	225
17	0	17				676	0	676	8	0	8				676	0	676
7	0	7	13	0	13	257	0	257	5	0	5	13	0	13	257	0	257
									2	2						17	17
23	8	31	276	314	590				1	4	5	219	262	481			26
5	0	5	234	0	234	400	200	600	13	6	19				200	100	300
			200	200	400				14	0	14	230	0	230			28
	6	6	285	0	285				1	1	2	200	200	400			30
13	5	18				177	176	353	6	0	6	285		285			31
1	0	1				76	0	76	4	7	11				148	155	303
									1	0	1				76	0	76
15	17	32				601	593	1,194	7	4	11				503	474	977
1	15	16	334	247	581				10	9	19						35
8	13	21				250	400	650	2	0	2				125	0	125

TABLE 6.—*Statistics of manual and industrial training*

Location.	Name of institution.	President or director.
1	2	3
KENTUCKY.		
37 Canespring	Eckstein Norton University.....	Rev. C. H. Parrish.....
38 Frankfort	Manual Training School.....	H. H. Roberts.....
39 Louisville	Manual Training High School.....	H. G. Brownell.....
LOUISIANA.		
40 Baldwin.....	Gilbert Academy and Industrial College..	Pierre Landry.....
41 New Orleans.....	Home Institute.....	Miss S. B. Wright.....
42 Lafayette.....	Southwestern Louisiana Industrial Institute.	Edwin L. Stephens.....
MAINE.		
43 Bath.....	Bath Iron Works Shipbuilding Class	Frederick Shaw.....
MARYLAND.		
44 Arbutus.....	Baltimore Manual Labor School.....	G. W. Lürman.....
45 Baltimore.....	Baltimore Polytechnic Institute.....	Wm. R. King.....
46 ..do.....	Samuel Ready School.....	Miss Helen J. Rowe.....
47 McDonogh.....	McDonogh School.....	S. T. Moreland.....
48 Port Deposit.....	The Jacob Tome Institute.....	Abram W. Harriss, LL. D.....
MASSACHUSETTS.		
49 Boston.....	Friendford Industrial School.....	John R. Hague.....
50 Boston (17 Allen street).	Hebrew Industrial School.....	Mrs. J. H. Hect.....
51 Boston.....	Mechanic Arts High School.....	Charles W. Parmenter.....
52 Boston (39 North Bennet street).	North Bennet Industrial School.....	Mrs. Pauline A. Shaw.....
53 Cambridge.....	Manual Training School.....	Charles H. Morse.....
54 Lowell.....	Lowell Textile School.....	Wm. W. Crosby.....
55 Roxbury.....	South End Industrial School.....	Miss Louise Howe.....
56 Springfield.....	High School of Mechanic Arts.....	Charles F. Warner.....
57 Worcester.....	Oread Institute of Domestic Science.....	Henry D. Perky.....
MICHIGAN.		
58 Muskegon.....	Hackley Manual Training School.....	David McKenzie.....
MINNESOTA.		
59 St. Paul.....	Mechanic Arts High School.....	George Weitbrecht.....
MISSOURI.		
60 Kansas City.....	Manual Training High School.....	Gilbert B. Morrison.....
61 St. Louis.....	Manual Training School of Washington University.	C. M. Woodward.....
62 ..do.....	St. Louis School of Fine Arts.....	Halsey C. Ives.....
NEW JERSEY.		
63 Bordentown.....	Manual Training and Industrial School...	James M. Gregory.....
64 Newark.....	Newark Technical School.....	Charles A. Colton.....
65 Woodbine.....	Baron de Hirsch Agricultural and Industrial School.	H. L. Sabsovich, A. M.....
NEW YORK.		
66 Binghamton.....	Barlow School of Industrial Arts.....	Vinton S. Paessler.....
67 Bronxville.....	Society of Martha.....	Rev. Mother Elizabeth.....
68 Brooklyn (217 Sterling place).	Home for Destitute Children.....	Mrs. Wm. H. Lyon.....
69 Brooklyn.....	Industrial School Association, B. E. D.....	Benj. W. Wilson.....
70 ..do.....	Manual Training High School.....	Charles D. Larkins.....
71 ..do.....	Pratt Institute.....	Charles M. Pratt.....
72 Cornwall.....	Cornwall High School.....	Samuel Briggs.....
73 New York (222 East 64th street).	Baron de Hirsch Trade School.....	J. Ernest G. Yalden.....
74 New York.....	Boys Club—McAlpin Trade School*.....	Ernest D. Hass.....
75 New York (109 West 54th street).	Ethical Culture Schools.....	Frank A. Manny.....

*Statistics of 1900-1901.

TABLE 6.—Statistics of manual and industrial training

Location.	Name of institution.	President or director.
1	2	3
NEW YORK—cont'd.		
76 New York (16-24 West 44th street).	General Society of Mechanics and Tradesmen of the City of New York.	Prof. Louis Rouillion.....
77 New York (36 Stuyvesant street).	Hebrew Technical Institute.....	Edgar S. Barney, C. E.....
78 New York (1260 First avenue).	New York Trade School.....	R. Fulton Cutting.....
79 New York (159 West 23d street).	Original School of Industrial Art for Women.	No report.....
80 New York (239 East Houston street).	Public Evening School, No. 13.....	Mary L. Gordon.....
81 New York (505 East 16th street).	St. George's Evening Trade School.....	Arthur A. Hamerschlag....
82 New York (222 Bowery).	Technical School for Carriage Draftsmen and Mechanics.	Franklin Murphy.....
83 New York (125 St. Marks place).	Wilson Industrial School for Girls.....	Mrs. H. H. G. Sharpless....
84 Rochester.....	Industrial School of Rochester*.....	Mrs. J. W. Osthout.....
85 Rochester (38 South Washington street).	Rochester Athenæum Mechanics' Institute.	Lewis P. Ross.....
86 University Heights....	Webbs Academy and Home for Shipbuilders.	Stevenson Taylor.....
NORTH CAROLINA.		
87 Blowing Rock.....	Skyland Institute.....	Ellen R. Dorsett.....
88 Concord.....	The Laura Sunderland Memorial School.	Miss Melissa Montgomery..
89 Farm School.....	Asheville Farm School.....	Rev. G. S. Baskerville.....
90 Hot Springs.....	Dorland Institute.....	Miss Julia E. Phillips.....
91 North Wilkesboro....	Academical and Industrial Institute.....	E. M. Gilliard.....
NORTH DAKOTA.		
92 Ellendale.....	State Manual Training School.....	W. E. Hicks.....
OHIO.		
93 Cincinnati.....	Ohio Mechanics Institute.....	John L. Shearer.....
94 do.....	The Technical School of Cincinnati.....	C. W. Marx.....
95 Cleveland.....	Jewish Orphan Asylum.....	Dr. S. Wolfenstein.....
96 do.....	Working Home for Young Women (Y. W. C. A.).	Mrs. D. P. Eells.....
97 Toledo.....	The Polytechnic School of the Toledo University.*	Virgil G. Curtis.....
98 Xenia.....	Ohio Soldiers and Sailors Orphans' Home (public).	Chas. L. Young.....
PENNSYLVANIA.		
99 Allegheny.....	Avery College Trade School.....	Joseph D. Mahoney.....
100 Philadelphia.....	Central Manual Training School.....	Wm. L. Sayre.....
101 do.....	Drexel Institute.....	James MacAlister.....
102 do.....	Friends Select School.....	J. H. Bartlett.....
103 do.....	Girard College.....	Adam H. Fetterolf, LL. D.....
104 do.....	Northeast Manual Training School.....	A. J. Morrison.....
105 do.....	Pennsylvania Museum and School of Industrial Art.	Leslie W. Miller.....
106 do.....	Spring Garden Institute*.....	Addison B. Burk.....
107 Pittsburg.....	School of Design for Women.....	John M. Shrigley.....
108 Williamson School...	Williamson Free School of Mechanical Trades.	
RHODE ISLAND.		
109 Newport.....	Miss Sayer's School.....	Miss M. A. Sayer.....
110 do.....	Townsend Industrial School.....	Geo. H. Bryant.....
111 Providence.....	Manual Training High School.....	Geo. F. Weston.....
112 do.....	Rhode Island School of Design.....	Eleazer B. Hamer.....
113 do.....	St. Francis Xavier's Academy.....	Sisters of Mercy.....
SOUTH CAROLINA.		
114 Aiken.....	Schofield Normal and Industrial School...	Martha Schofield.....

* Statistics of 1900-1901

schools in the United States in 1901-2—Continued.

Literary instruction.									Manual, industrial, or technical training.									
Instructors.			Elementary pupils.			Secondary students.			Instructors.			Elementary pupils.			Secondary students.			
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
									14	0	14				650	0	650	76
4	0	4				211	0	211	7	0	7				211	0	211	77
									28	0	28				666	0	666	78
																		79
	35	35		900	900		725	725		3	3	130	130					80
									7	0	7	84	0	84	220	0	220	81
									1	0	1				30	0	30	82
0	2	2		145	145					2		145	145					83
5	1	6	49	40	89	64	11	75	51	22	4	0	75	75	707	670	1,377	84
3	0	3				35	0	35	2	0	2				35	0	35	85
0	3	3	26	53	79		4	4										87
1	4	5		64	64					2						64	64	88
0	6	6	30	25	55	80	90	170	2	4	6	3	6	9	30	62	92	89
1	1	2	15	23	38				1	1	2	15	23	38				90
																		91
2	3	5	23	29	52	59	61	120	1	2	3	23	29	52	59	61	120	92
									26	0	26	133	0	133	912	0	912	93
3	1	4				136	0	136	3	0	3				136	0	136	94
8	11	19	285	215	500				4	3	7	285	215	500				95
0	2	2		39	39					5	5		206	206				96
									9	8	17				227	280	507	97
2	27	29				575	369	944	67	0	67				236	161	397	98
2	2	4				20	88	108	2	6	8				24	90	114	99
14	0	14				630	0	630	7	0	7				650	0	650	100
52	37	89				1,444	1,723	3,167	2	2	4	54	72	126	1,444	1,723	3,167	101
6	13	19	54	72	126	64	150	214	2	2	4	54	72	126	64	150	214	102
13	39	52	1,371	1,371					10	0	10	655	0	655	215	0	215	103
15	0	15				618	0	618	7	0	7				618	0	618	104
									28	6	34				600	329	929	105
									12	1	13	508	252	760				106
									1	4	5		95	95		60	60	107
5	0	5				233	0	233	6	0	6				233	0	233	108
																		109
1	3	4	6	20	26				3	4	7	431	537	968	27	0	27	110
4	1	5				226	51	277	11	4	15				226	51	277	111
									18	10	28				350	243	593	112
6	9	15	28	62	90		71	71										113
1	4	5	92	112	204		9	6	15	6	4	10	101	118	219			114

TABLE 6.—*Statistics of manual and industrial training*

	Location.	Name of institution.	President or director.
	1	2	3
	TENNESSEE.		
115	Graysville	Southern Training School	Ellis Tenney
	TEXAS.		
116	Austin	Allan Manual Training School	N. S. Hunsdon
117	Castroville	Industrial School for Little Girls	Sister M. Ange
	VIRGINIA.		
118	Dinwiddie	John A. Dix Industrial School	A. W. Harris
119	Miller School	Miller Manual Labor School	C. E. Vawter
	WASHINGTON.		
120	Seattle	Industrial School	Roger S. Greene
	WISCONSIN.		
121	Wausau	Marathon County School of Agriculture and Domestic Economy.	R. B. Johns
122	Menominee	The Stout Manual Training School*	Judson E. Hoyt
123	Milwaukee	Milwaukee Cooking School	Mary Lamson Clarke
124	.....do	St. Rose's Orphan Society*	Rev. F. K. Katzer
	Total for the above 124 schools		

*Statistics of 1900-1901.

schools in the United States in 1901-2—Continued.

Literary instruction.									Manual, industrial, or technical training.								
Instructors.			Elementary pupils.			Secondary students.			Instructors.			Elementary pupils.			Secondary students.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
0	8	8	20	30	50	35	65	100									115
2	10	12				223	350	573	2	0	2				60	21	81
	7	7		40	40		30	30		3	3		40	40		30	80
1	3	4	10	7	17	17	28	45	4	3	7	9	35	44	9	25	44
3	11	14	67	44	111	83	56	139	5	7	12	78	44	122	72	54	128
	1	1	32	8	40				1	3	4	32	8	40			120
1	1	2				14	48	62	1	1	2				14	48	62
									6	4	10				58	79	137
										2	2		56	56			123
										6	6	0	120	120			124
424	524	948	5,031	3,820	8,851	12,710	8,766	21,476	723	386	1,109	3,204	5,477	10,681	19,713	11,357	31,070

TABLE 6.—Statistics of manual and industrial training schools in the United States in 1901-2—Continued.

Location.	Name of institution.	Cost of plant.	Expenditures for industrial training during 1901-2.				
			For teachers.	For materials.	For new tools and repairs.	For incidentals.	Total.
1	2	22	23	24	25	26	27
ALABAMA.							
Calhoun.....	Calhoun Colored School	\$1,650	\$696	\$453	\$15	\$20	\$1,184
Campbell.....	The Southern Industrial Institute	20,000	4,000	8,000	.....	.....	12,000
CALIFORNIA.							
Oakland.....	Polytechnic High School	50,000	3,700	400	100	600	4,800
San Francisco.....	California School of Mechanical Arts.....	30,000	10,000	4,602	2,000	.....	16,602
Do.....	Cogswell Polytechnic College.....	.....	5,000	2,325	1,000	.....	8,325
Do.....	Mechanics' Institute*.....	.....	.....	.....	.....	.....	.....
Do.....	Polytechnic High School	12,000	18,000	400	1,500	.....	19,900
Do.....	Wilmerding School of Industrial Arts.....	19,000	9,600	7,500	600	.....	17,700
Santa Barbara.....	The Anna S. C. Blake Manual Training School.....	4,000	1,900	.....	.....	2,100	4,000
COLORADO.							
Denver.....	State Home for Dependent and Neglected Children.....	225	50	5	.....	2	57
Do.....	Manual Training High School	17,365	11,475	700	25	25	12,225
CONNECTICUT.							
Bridgeport.....	Trade School and Institute (Y. M. C. A.).....	500	225	0	0	56	275
Hartford.....	Hillyer Institute (Y. M. C. A.).....	1,550	1,420	153	92	.....	1,665
New Haven.....	Boardman Manual Training High School.....	130,000	21,500	.....	.....	.....	21,500
Waterbury.....	Waterbury Industrial School	25,000	.....	.....	.....	.....	25,000
Do.....	The Young Women's Friendly League.....	5,000	1,500	.....	.....	.....	1,500
DELAWARE.							
Wilmington.....	Cooperative Draughting Schools	100	200	50	0	10	260
DISTRICT OF COLUMBIA.							
Washington.....	Industrial Home School.....	150,000	.....	.....	.....	.....	.....
Do.....	St. Rose's Industrial School .....	.....	.....	5,772	79	50	5,901
FLORIDA.							
Ocala.....	Emerson Memorial Home School .....	.....	.....	.....	.....	.....	.....
GEORGIA.							
Athens.....	Knox Institute and Industrial School.....	.....	.....	.....	.....	.....	.....
Fort Valley.....	Fort Valley High and Industrial School*.....	.....	1,125	600	250	75	2,050
Macon.....	Central City College.....	2,500	1,150	150	100	300	1,700
ILLINOIS.							
Chicago.....	Chicago English High and Manual Training School.....	50,000	12,000	3,000	2,000	2,000	19,000
Do.....	Chicago Manual Training School	115,000	9,000	793	350	330	10,473
Do.....	Chicago Sloyd School .....	.....	1,280	500	.....	.....	1,780
Do.....	Jewish Training School	72,000	13,650	300	.....	.....	13,950
Do.....	Lewis Institute.....	150,000	12,000	1,000	1,000	200	14,200
Des Plaines.....	St. Mary's Training School.....	75,000	0	9,500	1,050	490	11,040
Evanston.....	Manual Training School	18,000	2,700	400	.....	.....	3,100
Glenwood.....	Illinois Manual Training School Farm.....	50,000	3,600	500	100	50	4,250
Peoria.....	Bradley Polytechnic Institute.....	25,600	9,800	1,004	300	.....	11,104
Springfield.....	Manual Training School	1,000	150	400	200	25	775

* Statistics of 1900-1901.

TABLE 6.—Statistics of manual and industrial training schools in the United States in 1901-2—Continued.

Location.	Name of institution.	Cost of plant.	Expenditures for industrial training during 1901-2.				
			For teachers.	For materials.	For new tools and repairs.	For incidentals.	Total.
1	2	22	23	24	25	26	27
INDIANA.							
Indianapolis	Manual Training High School	\$250,000	\$10,700	\$1,850	\$1,100	\$1,200	\$14,850
Knightstown	Indiana Soldiers and Sailors Orphan's Home.	.....	535	250	490	50	1,325
IOWA.							
Des Moines	West Des Moines High and Industrial School.	3,500	2,770	500	125	25	3,420
KENTUCKY.							
Canespring	Eckstein Norton University	2,500	400	75	75	50	600
Frankfort	Manual Training School .....	.....	.....	.....	.....	.....	.....
Louisville	Manual Training High School	70,000	6,300	1,100	1,000	.....	8,400
LOUISIANA.							
Baldwin	Gilbert Academy and Industrial College.	6,500	1,200	200	90	25	1,515
Lafayette	Southwestern Louisiana Industrial Institute.	7,500	3,200	750	1,500	350	5,800
MAINE.							
Bath	Bath Iron Works Shipbuilding Class .....	.....	270	200	.....	.....	470
MARYLAND.							
Arbutus	Baltimore Manual Labor School	40,000	1,200	400	200	50	1,850
Baltimore	Baltimore Polytechnic Institute	26,000	6,000	.....	.....	.....	6,000
McDonogh	McDonogh School	9,000	1,050	200	850	100	2,200
Port Deposit	The Jacob Tome Institute	6,000	4,250	150	2,000	.....	6,400
MASSACHUSETTS.							
Boston	Friendford Industrial School	800	830	50	25	20	925
Boston (17 Allen street).	Hebrew Industrial School	1,200	3,000	800	175	200	4,175
Boston	Mechanic Arts High School	38,600	14,500	10,200	200	100	25,000
Boston (39 North Bennet street).	North Bennet Industrial School .....	.....	17,555	736	1,203	.....	19,494
Cambridge	Manual Training School	125,000	.....	.....	.....	.....	.....
Lowell	Lowell Textile School	300,000	.....	.....	.....	.....	.....
Roxbury	South End Industrial School	21,000	2,440	750	25	1,650	4,863
Springfield	High School of Mechanic Arts	13,000	5,750	633	470	990	7,849
MICHIGAN.							
Muskegon	Hackley Manual Training School	309,133	10,689	942	9,458	5,084	26,173
MINNESOTA.							
St. Paul	Mechanic Arts High School	10,000	21,938	1,000	250	.....	23,188
MISSOURI.							
Kansas City	Manual Training High School	188,000	50,180	6,731	844	120	57,875
St. Louis	Manual Training School of Washington University.	26,000	6,900	850	354	500	8,604
NEW JERSEY.							
Bordentown	Manual Training and Industrial School .....	.....	1,106	40	167	98	1,411
Newark	Newark Technical School	75,000	8,485	126	825	.....	9,436
NEW YORK.							
Binghamton	Barlow School of Industrial Arts	9,118	2,100	119	7	40	2,266
Bronxville	Society of Martha .....	.....	1,200	.....	.....	.....	1,200
Brooklyn (217 Sterling place).	Home for Destitute Children	130	922	203	7	4	1,136

TABLE 6.—Statistics of manual and industrial training schools in the United States in 1901-2—Continued.

Location.	Name of institution.	Cost of plant.	Expenditures for industrial training during 1901-2.				
			For teachers.	For materials.	For new tools and repairs.	For incidentals.	Total.
1	2	22	23	24	25	26	27
NEW YORK—continued.							
Brooklyn	Industrial School Association, B. E. D.		\$200				\$200
New York (222 East 6th street).	Baron de Hirsch Trade School		9,949	\$6,540	\$473	\$3,926	20,888
New York	Boys Club—McAlpin Trade School*		400	300	800		1,500
New York (109 West 54th street)	Ethical Culture Schools		5,000	435			5,435
New York (16-24 West 4th street)	General Society of Mechanics and Tradesmen of the City of New York.	\$500,000	4,565	1,760	700		7,025
New York (36 Stuyvesant street).	Hebrew Technical Institute.....	18,837	13,508	1,755	1,222	7,422	23,907
New York (505 East 16th street).	St. George's Evening Trade School.	6,000	3,300	1,200	400	100	5,000
New York (222 Bowery).	Technical School for Carriage Draftsmen and Mechanics.	2,500	1,800	200	75	50	2,130
New York (125 St. Mark's place).	Wilson Industrial School for Girls..	264	720	128	10	4	862
Rochester	Industrial School of Rochester*....	1,050					
Rochester (38 South Washington street).	Rochester Athenæum Mechanics' Institute.	300,000	28,407	10,760	4,000	16,494	59,661
University Heights	Webbs Academy and Home for Shipbuilders.	3,600	7,000	500			7,500
NORTH CAROLINA.							
Blowing Rock....	Skyland Institute		650				650
Concord	The Laura Sunderland Memorial School.		500	25	20	10	555
Farm School	Asheville Farm School.....	40,000	5,300			7,500	12,800
Hot Springs	Dorland Institute	25,000	900		75		975
North Wilkesboro.	Academical and Industrial Institute.	750	250	50	35		335
NORTH DAKOTA.							
Ellendale	State Manual Training School	10,000	2,500				2,500
OHIO.							
Cincinnati.....	Ohio Mechanics Institute	150,000	15,000		4,000		19,000
Do.....	The Technical School of Cincinnati.	35,000	6,500	250	550	60	7,360
Cleveland	Jewish Orphan Asylum	15,000	2,600	200	60	40	2,900
Do.....	Working Home for Young Women (Y. W. C. A.).	5,206	3,070	2,135			5,205
Toledo	The Polytechnic School of the Toledo University.*		19,231	3,601	6,100	1,965	30,897
Xenia	Ohio Soldiers and Sailors Orphans' Home (public.)	1,000,000	20,000	12,000	12,000	140,000	184,000
PENNSYLVANIA.							
Allegheny.....	Avery College Trade School.....	45,024	6,500	4,000	1,500	600	12,600
Philadelphia	Central Manual Training School...	25,000	12,000	4,000	1,000	500	17,500
Do.....	Drexel Institute	200,000					
Do.....	Friends Select School		1,700				1,700
Do.....	Girard College	100,000	13,090			3,000	16,090
Do.....	Northeast Manual Training School.	70,000	48,000	4,000	330	405	52,735
Do.....	Pennsylvania Museum and School of Industrial Art.	100,000	41,000		1,200	10,000	52,200
Do.....	Spring Garden Institute*		8,360	1,430			9,790
Pittsburg	School of Design for Women		3,000				3,000
Williamson School.	Williamson Free School of Mechanical Trades.	63,000	11,610	4,576			16,186
RHODE ISLAND.							
Newport.....	Miss Sayer's School.....						
Do.....	Townsend Industrial School						

* Statistics of 1900-1901.

TABLE 6.—Statistics of manual and industrial training schools in the United States in 1901-2—Continued.

Location.	Name of institution.	Cost of plant.	Expenditures for industrial training during 1901-2.				
			For teachers.	For materials.	For new tools and repairs.	For incidentals.	Total.
1	2	22	23	24	25	26	27
RHODE ISLAND—continued.							
Providence	Manual Training High School	\$27,800	\$1,679	\$120	\$72	\$29,671	
Do.....	Rhode Island School of Design.....	12,200			7,343	19,543	
Do.....	St. Francis Xavier's Academy.....						
SOUTH CAROLINA.							
Aiken.....	Scofield Normal and Industrial School.....						
TENNESSEE.							
Graysville.....	Southern Training School.....						
TEXAS.							
Austin.....	Allan Manual Training School....	\$7,647	1,993	172	340	635	3,140
Castroville.....	Industrial School for Little Girls..						
VIRGINIA.							
Dinwiddie.....	John A. Dix Industrial School.....	1,627	1,280	315	600	85	2,280
Miller School.....	Miller Manual Labor School.....	100,000	6,160	1,000	1,350	500	9,010
WASHINGTON.							
Seattle.....	Industrial School.....	150	3,185	100		30	3,815
WISCONSIN.							
Wausau.....	Marathon County School of Agriculture and Domestic Economy.....					325	325
Menominee.....	The Stout Manual Training School*						
Milwaukee.....	Milwaukee Cooking School.....	1,100					
Do.....	St. Rose's Orphan Society*.....		300				300
Total for the above 124 schools.....		5,884,626	690,719	140,478	69,159	218,055	1,118,406

* Statistics of 1900-1901.

TABLE 7.—*Industrial schools for Indian children, 1901-2.*

Location.	Name of institution.	President or director.	Literary instruction.						Manual, industrial, or technical training.											
			Instructors.		Elementary pupils.		Secondary students.		Instructors.		Elementary pupils.		Secondary students.							
			Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.						
I	2	3	4	5	9	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
ARIZONA.																				
Fort Defiance	Naraho Boarding School.....	I. C. Levengood.....	2	5	7	150	50	200	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Keams Canyon	Moqui Training School.....	Charles E. Burton.....	1	2	3	105	70	175	.....	.....	.....	2	9	7	105	70	175	.....	.....	.....
Mohave City	Indian School, Fort Mohave.....	Jan J. McKoin.....	2	2	4	127	79	206	.....	.....	.....	3	4	7	76	41	117	51	88	89
Phoenix	Phoenix Indian School.....	C. W. Goodman.....	1	1	2	400	300	700	.....	.....	.....	16	7	23	400	300	700	.....	.....	.....
Yuma	Fort Yuma Training School.....	John S. Spear.....	1	2	3	75	56	131	.....	.....	.....	3	3	6	75	56	129	.....	.....	.....
CALIFORNIA.																				
Greenville.	Greenville Industrial School.....	Chas. E. Shell.....	0	2	2	30	47	77	.....	.....	.....	1	3	4	24	88	62	.....	.....	.....
Riverside	Sherman Institute.....	Hawood Hall.....	1	6	7	150	150	300	.....	.....	.....	8	12	20	150	150	300	.....	.....	.....
COLORADO.																				
Green	Fort Lewis Indian School.....	Thos. H. Breen.....	0	3	3	87	41	128	.....	.....	.....	7	7	14	87	41	128	.....	.....	.....
Grand Junction	Industrial Indian School.....	T. G. Lemmon.....	1	3	4	120	60	180	.....	.....	.....	6	8	14	120	60	180	.....	.....	.....
IDAHO.																				
Lapwai	Fort Lapwai Training School.....	E. T. McArthur.....	.....	3	3	65	75	140	.....	.....	.....	3	5	8	75	65	140	.....	.....	.....
KANSAS.																				
Lawrence	Haskell Institute.....	H. B. Peairs.....	40	30	70	450	300	750	.....	.....	.....	40	30	70	450	300	750	.....	.....	.....
MICHIGAN.																				
Mount Pleasant	Indian Industrial School.....	E. C. Nardin.....	.....	5	5	146	143	289	.....	.....	.....	6	5	11	116	110	226	.....	.....	.....
MINNESOTA.																				
Pipestone	Indian Industrial School.....	De Witt S. Harris.....	1	3	4	63	76	139	.....	.....	.....	4	5	9	63	76	139	.....	.....	.....

TABLE 7.—*Industrial schools for Indian children, 1901-2—Continued.*

Location.	Name of institution.	President or director.	Literary instruction.						Manual, industrial, or technical training.											
			Instructors.		Elementary pupils.		Secondary students.		Instructors.		Elementary pupils.		Secondary students.							
			Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
WISCONSIN.																				
Tomah	Tomah Indian Industrial School.....	L. M. Compton	5	5	5	131	101	232				5	10	15	50	75				
Wittenberg	Indian Industrial School.....	Axel Jacobson	2	2	2	59	52	111				2	5	7	59	52				
	Total for the above 39 industrial schools for Indian children.	.....	68	183	251	4,830	3,672	8,502	166	133	299	218	232	450	4,266	3,252	7,518			

TABLE 8.—Statistics of manual and industrial training—Branches taught.

Name of institution.	Branches of instruction.	Number of in-structors.	Number of pupils.		Total.	
			Male.	Fe-male.		
1	2	3	4	5	6	
Calhoun Colored School, Calhoun, Ala.	In industrial training		101	160	261	
	Sloyd or knife work	1	22		22	
	Cooking	1		90	41	
	Laundrying	1		46	46	
	Farm or garden work	2	71	75	146	
	Carpentry	1	68		68	
	In industrial training		284	88	372	
California School of Mechanical Arts, San Francisco, Cal	Free-hand drawing	1	190	70	260	
	Mechanical drawing	1	260	70	330	
	Clay modeling	1		10	10	
	Wood turning	1	160		160	
	Sewing	1		40	40	
	Dressmaking	1		25	25	
	Millinery	1		25	25	
	Cooking	1		18	18	
	Pattern making	1	170		170	
	Forging	1	120		120	
	Molding (metal)	1	120		120	
	Vise work	1	70		70	
	Applied electricity	1	25		25	
	Machine-shop work	1	70		70	
	Work in physical laboratory	1	160	50	210	
	Work in chemical laboratory	1	95	35	130	
	Cogswell Polytechnic College San Francisco, Cal.	In manual training		48	84	132
		Free-hand drawing	1	4	84	88
		Mechanical drawing	1	48	64	112
		Clay modeling	1	1	20	21
		Wood turning	1	30		30
		Carving	1		8	8
		Art needle work	1		9	9
Sewing		1		60	60	
Dressmaking		1		20	20	
Millinery		1		9	9	
Cooking		1		76	76	
Carpentry		1	40		40	
Pattern making		1	6		6	
Forging		1	15		15	
Molding (metal)		1	8		8	
Vise work		1	15		15	
Machine-shop work		1	15		15	
Work in physical laboratory		1	44	69	113	
Work in chemical laboratory		1	44	69	113	
Applied electricity		1	4		4	
Civil engineering	1	5		5		
Polytechnic High School, San Francisco, Cal.	In industrial training		195	75	270	
	Free-hand drawing	2	173	77	250	
	Mechanical drawing	1	180		180	
	Clay modeling	2		50	50	
	Wood turning	1	102		102	
	Carving	2	26	30	56	
	Carpentry	1	102		102	
	Pattern making	1	30		30	
	Forging	1	102		102	
	Vise work	1	65		65	
	Machine-shop work	1	65		65	
	Work in physical laboratory	1	122	47	169	
	Work in chemical laboratory	1	60	29	89	
	Polytechnic High School, Oakland, Cal.	In industrial training		110	130	240
		Free-hand drawing	1	40	20	60
		Mechanical drawing	1	40	1	41
		Paper cutting and folding	1	20	1	21
		Wood turning	1	30		30
		Carving	1	60	5	65
		Sewing	1		50	50
Dressmaking		1		40	40	
Cooking		1		50	50	
Carpentry			60		60	
Pattern making			15		15	
Molding (metal)			10		10	
Work in physical laboratory		1	50	20	70	
Applied electricity			10	5	15	
Wilmerding School of Industrial Arts, San Francisco, Cal.		In industrial training		133		133
		Free-hand drawing	1	133		133
		Clay modeling	1	45		45

TABLE 8.—Statistics of manual and industrial training—Branches taught—Continued.

Name of institution.	Branches of instruction.	Number of in- structors.	Number of pupils.		Total.
			Male.	Fe- male.	
1	2	3	4	5	6
Wilmerding School of Industrial Arts, San Francisco, Cal.—Cont'd.	Wood turning.....	1	30		30
	Carving.....	1	15		15
	Bricklaying.....	1	25		25
	Carpentry.....	1	18		18
	Forging.....	1	10		10
	Sheet-metal work.....	1	12		12
	Plumbing.....	1	12		12
	Work in physical laboratory.....	1	100		100
	Work in chemical laboratory.....	1	33		33
	Applied electricity.....	1	20		20
The Anna S. C. Blake Manual Training School, Santa Barbara, Cal.	In industrial training.....	365	385		750
	Sloyd or knife work.....	2	200	4	204
	Sewing.....	1		250	250
	Cooking.....	1		60	60
State Home for Dependent and Neglected Children, Denver, Colo.	In industrial training.....	1	27	14	41
	Sloyd or knife work.....	1	27		27
	Cooking.....	1	14		14
Manual Training High School, Denver, Colo.	In industrial training.....	2	262	253	515
	Free-hand drawing.....	2	262	253	515
	Mechanical drawing.....	2	262	253	515
	Clay modeling.....	2	107	121	228
	Wood turning.....	2	107		107
	Carving.....	3	107	199	306
	Sewing.....	2		222	222
	Millinery.....	1		26	26
	Cooking.....	1		42	42
	Joinery.....	2	107		107
	Pattern making.....	1	68		68
	Forging.....	1	68		68
	Sheet-metal work.....	1	68		68
	Molding (metal).....	1	68		68
Trade School and Institute, Y. M. C. A., Bridgeport, Conn.	Machine-shop work.....	1	44		44
	In industrial training.....	1	97		97
	Free-hand drawing.....	1	16		16
	Mechanical drawing.....	2	86		86
Hillyer Institute of the Y. M. C. A., Hartford, Conn.	In industrial training.....	1	120		120
	Free-hand drawing.....	1	17		17
	Mechanical drawing.....	3	43		43
	Carpentry.....	1	20		20
	Forging.....	1	1		1
	Plumbing.....	1	18		18
	Applied electricity.....	1	22		22
	Architectural drawing.....	1	18		18
	Jewelry engraving.....	1	7		7
	In industrial training.....	2	396	231	627
Boardman Manual Training High School, New Haven, Conn.	Free-hand drawing.....	2	356	231	587
	Mechanical drawing.....	1	346	2	348
	Wood turning.....	1	165		165
	Carving.....	1		131	131
	Sewing.....	1		100	100
	Dressmaking.....	1		50	50
	Millinery.....	1		50	50
	Cooking.....	1		150	150
	Pattern making.....	1	165		165
	Forging.....	1	130		130
	Visc work.....	1	100		100
	Machine-shop work.....	1	100		100
	Work in physical laboratory.....	1	37	36	73
	Work in chemical laboratory.....	1	45	50	95
	Applied electricity.....	1	20		20
	Basket weaving.....	1		100	100
	Venetian ironwork.....	1		100	100
Pyrography.....	1		40	40	
Waterbury Industrial School, Waterbury, Conn.	In industrial training.....	20		200	200
	Sewing.....	2		200	200
	Cooking.....	2		60	60
The Young Woman's Friendly League, Waterbury, Conn.	In industrial training.....	1		369	369
	Art needlework.....	1	0	14	14
	Sewing.....	1	0	25	25
	Dressmaking.....	1	0	58	58
	Millinery.....	1	0	5	5
	Cooking.....	2	0	267	267
Cooperative Draughting Schools, Wilmington, Del.	Laundrying.....	1			
	In industrial training.....	1	40		40
	Mechanical drawing.....	1	40		40

TABLE 8.—Statistics of manual and industrial training—Branches taught—Continued.

Name of institution.	Branches of instruction.	Number of in- structors.	Number of pupils.		Total.	
			Male.	Fe- male.		
1	2	3	4	5	6	
Industrial Home School, Wash- ington, D. C.	In industrial training		59	20	79	
	Free-hand drawing		50	20	70	
	Clay modeling	1	15	10	25	
	Paper cutting and folding	1	15	10	25	
	Wood turning	1	10		10	
	Art needlework	1		15	15	
	Sewing	1		10	10	
	Dressmaking	1		10	10	
	Cooking	1		6	6	
	Laundering	1	8		8	
	Farm or garden work	2	20		20	
	Carpentry	1	10		10	
	Flora culture	1	8		8	
St. Rose's Industrial School, Wash- ington, D. C.	In industrial training			60	60	
	Art needlework	5		25	25	
	Sewing	5		50	50	
	Dressmaking	5		50	50	
	Cooking	1		4	4	
	Laundering	1		5	5	
Emerson Memorial Home and School, Ocala, Fla.	In industrial training			60	60	
	Free-hand drawing	2		50	50	
	Art needlework	3		60	60	
	Sewing	3		60	60	
	Dressmaking	2		20	20	
	Cooking		1	30	30	
	Laundering		1	30	30	
Knox Institute and Industrial School, Athens, Ga.	In industrial training		93	120	213	
	Free-hand drawing	2	57	74	131	
	Clay modeling	1		60	60	
	Sloyd or knife work	1	12		12	
	Art needlework	1		13	13	
	Sewing	2		87	87	
	Printing	2	4	10	14	
	Carpentry	1	34		34	
	In industrial training		165	200	365	
	Art needlework	1		8	8	
Central City College, Macon, Ga.	Sewing	3		120	120	
	Dressmaking	1		16	16	
	Cooking	1		175	175	
	Laundering	1		89	89	
	Farm or garden work	2	25		25	
	Printing	2	14		14	
	Carpentry	1	30		30	
	Chicago English High and Manual Training School, Chicago, Ill.	In industrial training		675		676
		Free-hand drawing	1	676		676
		Mechanical drawing	3	676		676
		Wood turning	1	350		350
Carpentry		3	350		350	
Pattern making		1	300		300	
Forging		1	200		200	
Molding (metal)		1	200		200	
Machine-shop work		2	130		130	
Work in physical laboratory		1	200		200	
Work in chemical laboratory		1	130		130	
Chicago Manual Training School, Chicago, Ill.		In industrial training	5	270		270
		Free-hand drawing	1	270		270
		Mechanical drawing	1	270		270
	Wood turning	1	129		129	
	Carpentry	1	129		129	
	Pattern making	1	129		129	
	Forging	1	68		68	
	Molding (metal)	1	68		68	
	Vise work	1	58		58	
	Machine-shop work	1	58		58	
	Work in physical laboratory	1	68		68	
	Work in chemical laboratory	1	58		58	
	Chicago Sloyd School, Chicago, Ill. . .	In industrial training			21	21
		Mechanical drawing			11	11
Sloyd or knife work				14	14	
Carving				21	21	
Art needlework				1	1	
Jewish Training School, Chicago, Ill.	Sewing			9	9	
	In industrial training		219	262	481	
	do		200	100	300	
Lewis Institute, Chicago, Ill.	Free-hand drawing	2	150	50	200	

TABLE 8.—Statistics of manual and industrial training—Branches taught—Continued.

Name of institution.	Branches of instruction.	Number of in- structors.	Number of pupils.		Total.
			Male.	Fe- male.	
1	2	3	4	5	6
Lewis Institute, Chicago, Ill.—Continued.	Mechanical drawing	3	300		300
	Clay modeling	1	10		10
	Wood turning	2	150		150
	Sewing	2		75	75
	Cooking	2		100	100
	Carpentry	2	150		150
	Pattern making	1	75		75
	Forging	1	100		100
	Molding (metal)	1	100		100
	Vise work	2	150		150
	Machine-shop work	2	150		150
	Work in physical laboratory	3	150	50	200
	Work in chemical laboratory	3	125	75	200
	Applied electricity	2	100		100
	Mechanical engineering	5	300		300
	Electrical engineering	5	300		300
	In industrial training		230		230
	Sewing	1	15		15
	Cooking	2	10		10
	Laundering	1	8		8
Farm and garden work	3	122		122	
Carpentry	1	12		12	
Landscape work	1	25		25	
Floriculture	1	12		12	
Dairying	1	8		8	
Poultry raising	1	6		6	
Cattle raising	2	12		12	
In industrial training		200	200	400	
Cooking			200	200	
Carpentry		200		200	
In industrial training		285		285	
Free-hand drawing	1	24		24	
Mechanical drawing	1	24		24	
Wood turning	1	50		50	
Cooking	1	5		5	
Laundering	2	10		10	
Farm or garden work	1	15		15	
Printing	1	5		5	
Carpentry	1	50		50	
Forging	1	24		24	
Vise work	1	24		24	
Machine-shop work	1	20		20	
Steam fitting	1	5		5	
Mechanical engineering	1	5		5	
Electrical engineering	1	5		5	
In industrial training		148	155	303	
Free-hand drawing	3	144		144	
Mechanical drawing	3	124		124	
Wood turning	2	81		81	
Sewing	3		87	87	
Dressmaking	1		12	12	
Cooking	2	3	43	46	
Carpentry	1	19		19	
Pattern making	1	17		17	
Sheet-metal work	1	27		27	
Vise work	1	43		43	
Machine-shop work	1	12		12	
Work in physical laboratory	2	51		51	
Work in chemical laboratory	1	42		42	
Applied electricity	1	10		10	
Wood joinery	1	68		68	
Cabinetmaking	1	5		5	
In industrial training		76		76	
Mechanical drawing	1	24		24	
Wood turning	1	64		64	
Carpentry	1	76		76	
In industrial training		503	474	477	
Free-hand drawing	4	272	260	532	
Mechanical drawing	2	215	1	216	
Wood turning	2	73		73	
Sewing	3		186	186	
Cooking	1		87	87	
Carpentry	2	154		154	
Pattern making	2	76		76	
Forging	1	90		90	

TABLE 8.—Statistics of manual and industrial training—Branches taught—Continued.

Name of institution.	Branches of instruction.	Number of in- structors.	Number of pupils.		Total.	
			Male.	Fe- male.		
1	2	3	4	5	6	
Manual Training High School, Indianapolis, Ind.—Continued.	Molding (metal)	1	76	.....	76
	Machine-shop work	1	28	.....	28
	Work in physical laboratory	2	41	13	54	
Indiana Soldiers' and Sailors' Orphan's Home, Knightstown, Ind.	Work in chemical laboratory	1	47	.....	55
	In industrial training	1	334	247	581	
	Free-hand drawing	1	334	247	581	
	Clay modeling	1	91	61	152	
	Paper cutting and folding	1	60	38	98	
	Sloyd or knife work	1	91	61	152	
	Sewing	2	.....	101	101
	Tailoring	1	3	10	13	
	Cooking	1	.....	16	16
	Laundrying	1	6	6	12	
	Farm or garden work	2	22	.....	22
	Printing	1	39	.....	39
	Carpentry	1	20	.....	20
	Steam fitting	1	13	.....	13
	House and sign painting	1	13	.....	13
	Shoemaking	1	10	.....	10
	Floriculture	1	17	.....	17
	Dairying	1	8	.....	8
	West Des Moines High and Industrial School, Des Moines, Iowa.	In industrial training	1	288	30	318
Mechanical drawing		2	63	5	68	
Sloyd or knife work		3	288	30	318	
Wood turning		1	25	.....	25
Carving		1	26	1	27	
Carpentry		1	46	12	58	
Pattern making		1	6	.....	6
Work in physical laboratory		1	14	20	34	
Work in chemical laboratory		1	20	8	28	
Eckstein Norton University, Cane-spring, Ky.		In industrial training	1	15	30	45
	Sewing	1	.....	32	32
	Dressmaking	1	.....	5	5
	Cooking	1	.....	12	12
	Laundrying	1	.....	17	17
	Printing	1	4	1	5	
	Carpentry	1	5	.....	5
	Frankfort Public Schools, Frank- fort, Ky.	In industrial training	1	30	29	59
		Free-hand drawing	1	5	29	34
		Wood turning	1	30	30
Hand weaving		1	.....	20	20
Manual Training High School, Louisville, Ky.	In industrial training	1	280	.....	280
	Free-hand drawing	1	130	.....	130
	Mechanical drawing	3	220	.....	220
	Wood turning	3	110	.....	110
	Carpentry	3	130	.....	130
	Pattern making	1	70	.....	70
	Forging	1	80	.....	80
	Molding (metal)	1	80	.....	80
	Vise work	1	70	.....	70
	Machine-shop work	1	70	.....	70
	Work in physical laboratory	1	110	.....	110
	Work in chemical laboratory	1	70	.....	70
	Gilbert Academy and Industrial College, Baldwin, La.	In industrial training	1	16	23	39
Mechanical drawing		1	2	.....	2
Sewing		1	.....	21	21
Dressmaking		1	.....	5	5
Laundrying		1	.....	6	6
Farm or garden work		1	15	.....	15
Carpentry		1	2	.....	2
Work in physical laboratory		1	1	8	9	
Work in chemical laboratory		1	1	8	9	
Home Institute, New Orleans, La...		In industrial training	1	102	102
		Free-hand drawing	1	102	102
	Mechanical drawing	1	85	.....	85
	Southwestern Industrial Institute, Lafayette, La.	In industrial training	1	90	60	150
		Free-hand drawing	1	90	60	150
Mechanical drawing		1	90	.....	90
Wood turning		1	90	.....	90
Sewing		1	.....	60	60
Dressmaking		1	.....	20	20
Cooking		1	.....	9	9
Carpentry		1	45	.....	45
Work in physical laboratory		1	15	10	25	
Work in chemical laboratory		1	15	10	25	

TABLE 8.—Statistics of manual and industrial training—Branches taught—Continued.

Name of institution.	Branches of instruction.	Number of in- structors.	Number of pupils.		Total.	
			Male.	Fe- male.		
1	2	3	4	5	6	
Bath Iron Works Shipbuilding School, Bath, Me.	In industrial training	56			56	
	Steel shipbuilding	1	56		56	
Baltimore Manual Labor School, Arbutus, Md.	In industrial training	40			40	
	Farm or garden work	2	40		40	
Baltimore Polytechnic Institute, Baltimore, Md.	Carpentry	1	10		10	
	In industrial training	1	277		277	
	Free-hand sketching	1	14		14	
	Mechanical drawing	2	277		277	
	Wood turning	1	107		107	
	Carving	1	156		156	
	Carpentry	2	156		156	
	Pattern making	1	107		107	
	Forging	1	107		107	
	Sheet-metal work	2	156		156	
	Vise work	1	107		107	
	Machine-shop work	1	44		44	
	Work in physical laboratory	3	277		277	
	Work in chemical laboratory	2	44		44	
	Applied electricity	1	14		14	
	Mechanical engineering	1	14		14	
	Electrical engineering	1	14		14	
	Samuel Ready School, Baltimore, Md.	In industrial training			60	60
		Clay modeling			12	12
		Paper cutting and folding			12	12
		Art needlework			36	36
		Sewing			60	60
		Dressmaking			14	14
Cooking				27	27	
McDonogh School, McDonogh, Md.		In industrial training	2	130		130
		Free-hand drawing	1	130		130
		Wood turning	1	42		42
	Carving	1	20		20	
	Farm or garden work	1	70		70	
	Printing	2	22		22	
	Carpentry	1	20		20	
	Pattern making	1	22		22	
	Molding (metal)	1	22		22	
	Vise work	1	9		9	
	Machine-shop work	1	18		18	
	Work in physical laboratory	1	9		9	
	The Jacob Tome Institute, Port Deposit, Md.	In industrial training	1	203	151	354
		Free-hand drawing	1	136	117	253
		Mechanical drawing	1	25		25
Sloyd or knife work		2	98	50	148	
Wood turning		2	42		42	
Sewing		2		116	116	
Cooking		1		56	56	
Laundering				10	10	
Forging		1	10		10	
Vise work		1	5		5	
The Friendford Industrial School, Boston, Mass.	Machine-shop work	1	5		5	
	In industrial training	5	98	240	338	
	Free-hand drawing	2	40		40	
	Paper cutting and folding	2	10	10	20	
	Sloyd or knife work	1	10		10	
	Carving	1	15		15	
	Sewing	15		130	130	
	Millinery	1		10	10	
	Cooking	1		30	30	
	Carpentry	1	15		15	
	Chair caning	1	8		8	
Hebrew Industrial School, Boston, Mass.	Housekeeping	1		40	40	
	In industrial training			425	425	
	Art needlework	2		25	25	
	Sewing	6		200	200	
	Dressmaking	2		50	50	
	Millinery	1		25	25	
Mechanic Arts High School, Boston, Mass.	Cooking	1		25	25	
	In industrial training		576		576	
	Free-hand drawing	4	576		576	
	Mechanical drawing	4	576		576	
	Wood turning	2	167		167	
	Carving	2	264		264	
	Carpentry	3	264		264	
	Pattern making	2	167		167	

TABLE 8.—Statistics of manual and industrial training—Branches taught—Continued.

Name of institution.	Branches of instruction.	Number of in- structors.	Number of pupils.		Total.
			Male.	Fe- male.	
1	2	3	4	5	6
Mechanic Arts High School, Boston, Mass.—Continued.	Forging	1	167		167
	Vise work	2	143		143
	Machine-shop work	2	143		143
	Work in physical laboratory	1	108		108
North Bennet Industrial School, Boston, Mass.	Work in chemical laboratory	1	37		37
	In industrial training		948	372	1,320
	Clay modeling	6	328		328
	Sloyd or knife work	1	212		212
	Art needlework	2		35	35
	Sewing	7		188	188
	Dressmaking	1		22	22
	Millinery	1		26	26
	Cooking	2		12	40
	Laundry			93	93
	Printing	1	230		230
	Ringe Manual Training School, Cambridge, Mass.	In industrial training	1	275		275
Free-hand drawing		1	275		275
Mechanical drawing		1	275		275
Wood turning		1	67		67
Carpentry		1	117		117
Pattern making		1	67		67
Forging		1	67		67
Vise work		1	43		43
Machine-shop work		1	47		47
Work in physical laboratory		1	90		90
Work in chemical laboratory		1	20		20
Lowell Textile School, Lowell, Mass.		In industrial training		461	7	468
	Free-hand drawing	4	70	10	80
	Mechanical drawing	3	80		80
	Work in physical laboratory	2	70		70
	Work in chemical laboratory	4	150	2	152
	Applied electricity	1	25		25
	Hand weaving	2	80	2	82
	Power weaving	2	100		100
	Dyeing	2	50		50
	Carding and spinning	4	300		300
	Designing of fabrics	4	300		300
	Mechanical engineering	2	300		300
	Electrical engineering	1	15		15
	South End Industrial School, Rox- bury, Mass.	In industrial training		24	110	134
Free-hand drawing		1	6	20	26
Mechanical drawing		1	12		12
Sewing		16		110	110
Dressmaking		3		40	40
Millinery		1		12	12
Cooking		1		8	16
Laundry		1		6	6
Farm or garden work		1	8		8
Printing		2	4	10	14
Carpentry		1	24		24
Cane seating		1	14		14
Shoe making		1	24		24
Basket weaving		1	10		10
Housekeeping		1		36	36
Mechanic Arts High School, Spring- field, Mass.		In industrial training		114	
	Free-hand drawing	2	76		76
	Mechanical drawing	1	114		114
	Wood turning	2	45		45
	Pattern making	1	26		26
	Forging	1	26		26
	Vise work	1	45		45
	Machine-shop work	2	88		88
Oread Institute of Domestic Science, Worcester, Mass.	Work in physical laboratory	2	84		84
	Work in chemical laboratory	1	13		13
	Applied electricity	1	3		3
	In industrial training			41	41
	Sewing	1		41	41
Hackley Manual Training School, Muskegon, Mich.	Cooking	1		41	41
	Laundry	1		41	41
	Work in physical laboratory	1		41	41
	Work in chemical laboratory	1		41	41
	In industrial training		372	258	625
	Free-hand drawing	1		184	184
	Mechanical drawing	1	149		149
Sloyd or knife work	1	150		150	

TABLE 8.—Statistics of manual and industrial training—Branches taught—Continued.

Name of institution.	Branches of instruction.	Number of in- structors.	Number of pupils.		Total.	
			Male.	Fe- male.		
1	2	3	4	5	6	
Hackley Manual Training School, Muskegon, Mich.—Continued.	Wood turning	1	51		51	
	Sewing	1		102	102	
	Dressmaking	1		72	72	
	Millinery	1		13	13	
	Cooking	1		150	150	
	Laundry work	1		54	54	
	Pattern making	1	51		51	
	Forging	1	34		34	
	Molding (metal)	1	34		34	
	Machine-shop work	1	21		21	
	In industrial training		387	151	538	
Mechanic Arts High School, St. Paul, Minn.	Free-hand drawing	1	116	157	273	
	Mechanical drawing	2	365		365	
	Clay modeling	1	96	246	342	
	Wood turning	1	140		140	
	Carving			26	26	
	Pattern making	1	50		50	
	Forging	1	67		67	
	Molding (metal)	1	50		50	
	Vise work	1	68		68	
	Machine-shop work	1	48		48	
	Work in physical laboratory	1	87	29	116	
	Work in chemical laboratory	1	53	15	68	
	Applied electricity	1	13		13	
	Civil engineering	1	39	1	40	
	Electrical engineering		13		13	
	In industrial training		545	398	943	
	Manual Training High School, Kansas City, Mo.	Free-hand drawing	4	42	506	546
Mechanical drawing		2	519	11	530	
Wood turning		1	160		160	
Sewing		4		544	544	
Dressmaking		4		544	544	
Cooking		2	27	198	225	
Joinery		2	249	2	251	
Pattern making		1	160		160	
Forging		1	68		68	
Vise work		1	40		40	
Machine-shop work		1	40		40	
Work in physical laboratory		1	79	34	113	
Work in chemical laboratory		1	70	58	128	
Applied electricity		1	32		32	
In industrial training			173	177	350	
St. Louis School of Fine Arts, St. Louis, Mo.		Free-hand drawing	4	151	172	323
		Mechanical drawing	1	22	5	27
	Clay modeling	1	5	12	17	
	Fresco painting	3	5		5	
	Designing of fabrics	1	5	20	25	
	Ceramic decoration	1		12	12	
	In industrial training		273		273	
	Free-hand drawing	3	273		273	
	Mechanical drawing	3	273		273	
	Wood turning	3	105		105	
Manual Training School of Wash- ington University, St. Louis, Mo.	Carving	3	105		105	
	Carpentry	3	105		105	
	Pattern making	1	94		94	
	Forging	1	94		94	
	Sheet-metal work	1	49		49	
	Vise work	1	49		49	
	Machine-shop work	1	49		49	
	Work in physical laboratory	1	49		49	
	Work in chemical laboratory	1	94		94	
	Botanical laboratory	1	105		105	
	Zoological laboratory	1	105		105	
	In industrial training		55	70	125	
	Manual Training and Industrial School, Bordentown, N. J.	Free-hand drawing	1	36	54	90
		Mechanical drawing	1	23		23
		Clay modeling	1	19	16	35
		Paper cutting and folding	1	19	16	35
		Sewing	2		70	70
Dressmaking		1		9	9	
Cooking		1		19	19	
Laundering		1		20	20	
Farm or garden work		1	15		15	
Carpentry		1	23		23	

TABLE 8.—Statistics of manual and industrial training—Branches taught—Continued.

Name of institution.	Branches of instruction.	Number of in-structors.	Number of pupils.		Total.
			Male.	Fe-male.	
1	2	3	4	5	6
Newark Technical School, Newark, N. J.	In industrial training	2	250	22	272
	Free-hand drawing	1	60	2	62
	Mechanical drawing	1	38	.....	38
	Plumbing	1	2	.....	2
	Work in chemical laboratory	1	25	.....	25
Baron de Hirsch Agricultural and Industrial School, Woodbine, N. J.	Applied electricity	1	12	.....	12
	Architectural drawing	1	9	.....	9
	In industrial training	1	95	15	110
	Free-hand drawing	1	95	15	110
	Mechanical drawing	1	26	.....	26
Barlow School of Industrial Arts, Binghamton, N. Y.	Farm or garden work	5	95	15	110
	Carpentry	1	25	.....	25
	Work in chemical laboratory	1	4	.....	4
	In industrial training	1	126	172	298
	Wood turning	1	68	.....	68
Society of St. Martha, Bronxville, N. Y.	Cooking	1	.....	207	207
	Carpentry	1	107	.....	107
	In industrial training	.....	15	.....	15
	Sewing	.....	15	.....	15
	Dressmaking	.....	15	.....	15
Home for defective Children, Brooklyn, N. Y.	Laundering	.....	15	.....	15
	Cooking	.....	10	.....	10
	Farm or garden work	.....	5	.....	5
	In industrial training	.....	21	32	53
	Free-hand drawing	1	20	15	35
Industrial School Association, B. E. D., Brooklyn, N. Y.	Clay modeling	1	14	4	18
	Paper cutting and folding	1	26	17	43
	Cooking	.....	32	.....	32
	Kitchen gardening	1	.....	32	32
	In industrial training	1	39	70	109
Manual Training High School, Brooklyn, N. Y.	Free-hand drawing	1	30	25	55
	Paper cutting and folding	1	30	20	50
	Sewing	7	.....	70	70
	Laundering	1	.....	4	4
	Farm or garden work	1	10	.....	10
Pratt Institute, Brooklyn, N. Y.	In industrial training	.....	390	545	935
	Free-hand drawing	2	260	410	670
	Mechanical drawing	4	245	388	633
	Wood turning	1	78	.....	78
	Carving	1	.....	48	48
	Art needlework	1	.....	62	62
	Sewing	3	.....	390	390
	Dressmaking	3	.....	240	240
	Millinery	3	.....	180	180
	Forging	1	82	.....	82
	Sheet-metal work	1	28	.....	28
	Work in physical laboratory	4	210	372	582
	Work in chemical laboratory	5	140	4	144
	In industrial training	.....	1,455	2,100	3,555
	Fine arts	.....	423	504	927
Domestic art	.....	1	756	757	
Domestic science	.....	2	268	270	
Science and technology	.....	610	1	611	
Kindergarten	.....	27	139	166	
Library	.....	2	36	38	
Gymnasium	.....	278	251	524	
Baron de Hirsch Trade School, New York, N. Y.	In industrial training	.....	156	.....	156
	Carpentry	1	15	.....	15
	Machine-shop work	1	36	.....	36
	Plumbing	1	37	.....	37
	House and sign painting	1	19	.....	19
Ethical Culture School, New York, N. Y.	Applied electricity	1	49	.....	49
	In industrial training	.....	123	116	239
	Free-hand drawing	2	123	116	239
	Mechanical drawing	1	13	.....	13
	Clay modeling	2	123	116	239
	Paper cutting and folding	2	15	.....	15
	Wood turning	1	4	.....	4
	Sewing	1	31	51	82
	Dressmaking	1	.....	22	22
	Cooking	1	24	45	69
	Venetian ironwork	1	24	.....	24
	Basketry	1	18	75	93
Elementary woodwork	1	46	40	86	

TABLE 8.—*Statistics of manual and industrial training—Branches taught—Continued.*

Name of institution.	Branches of instruction.	Number of instructors.	Number of pupils.		Total.
			Male.	Female.	
1	2	3	4	5	6
General Society of Mechanics and Tradesmen, New York, N. Y.	In industrial training	3	650		650
	Free-hand drawing	3	120		120
	Mechanical drawing	5	190		190
	Clay modeling	2	64		64
	Architectural drawing	5	190		190
Hebrew Technical Institute, New York, N. Y.	Physics	1	38		38
	In industrial training	1	211		211
	Free-hand drawing	1	179		179
	Mechanical drawing	1	211		211
	Wood turning	1	110		110
	Carving	1	69		69
	Carpentry	3	165		165
	Pattern making	1	46		46
	Forging	1	46		46
	Molding (metal)	1	46		46
	Vise work	1	110		110
	Machine-shop work	1	110		110
	Work in physical laboratory	2	211		211
	Applied electricity	1	110		110
	Steam engineering	1	46		46
New York Trade School, New York, N. Y.	In industrial training	1	666		666
	Mechanical drawing	1	14		14
	Bricklaying	1	50		50
	Printing	2	16		16
	Carpentry	2	25		25
	Pattern making	1	10		10
	Forging	1	16		16
	Sheet-metal work	3	47		47
	Steam fitting	1	36		36
	Plumbing	5	263		263
	Fresco painting	2	33		33
	House and sign painting	3	48		48
	Applied electricity	5	100		100
	Plastering	1	8		8
	Public Evening School No. 13, New York, N. Y.	In industrial training	1		130	130
Sewing		1			
Millinery		1			
Cooking		1			
St. George's Evening Trade School, New York, N. Y.	In industrial training	1	304		304
	Free-hand drawing	1	24		24
	Mechanical drawing	1	60		60
	Paper cutting and folding	2	60		60
	Printing	1	48		48
	Carpentry	1	60		60
	Sheet-metal work	1	28		28
	Plumbing	1	48		48
	Wood burning (pyrography)	1	18		18
	In industrial training	1	30		30
Technical School for Carriage Draftsmen and Mechanics, New York, N. Y.	Free-hand drawing	1	30		30
	Mechanical drawing	1	30		30
Wilson Industrial School for Girls, New York, N. Y.	In industrial training	1		145	145
	Sewing	1		95	95
	Cooking	1		50	50
Industrial School, Rochester, N. Y.	In industrial training	1	36		36
	Sloyd or knife work	1	36		36
	Carpentry	1	36		36
	Carving	1	36		36
	In industrial training	1	832	1,870	2,702
Rochester Athenæum and Mechanics' Institute, Rochester, N. Y.	Free-hand drawing	6	149	98	247
	Mechanical drawing	7	332	11	343
	Clay modeling	2	7	18	25
	Paper cutting and folding	1	2	3	5
	Sloyd or bench work	3	112	38	150
	Wood turning	1	56	1	57
	Sewing	6		591	591
	Dressmaking	7		308	308
	Millinery	1		129	129
	Cooking	9	1	1,186	1,186
	Laundering	1		13	13
	Carpentry	1	14		14
	Pattern making	1	28		28
	Forging	1	42		42
	Molding (metal)	1	28		28
	Vise work	1	36		36
	Machine-shop work	1	36		36

TABLE 8.—Statistics of manual and industrial training—Branches taught—Continued.

Name of institution.	Branches of instruction.	Number of in- structors.	Number of pupils.		Total.
			Male.	Fe- male.	
1	2	3	4	5	6
Rochester Athenæum and Mechan- ics' Institute, Rochester, N. Y.— Continued.	Work in physical laboratory	1	59	.....	59
	Work in chemical laboratory	2	48	32	80
	Electricity	1	57	.....	57
	Mechanical engineering	1	59	.....	59
	Designing	2	16	28	44
	Basketry	1	1	64	65
	Architectural drawing	2	46	.....	46
Webb's Academy and Home for Shipbuilders, University Heights, N. Y.	Machine design	1	10	.....	10
	In industrial training . . . . .	.....	35	.....	35
	Mechanical drawing	2	35	.....	35
	Carpentry	2	35	.....	35
Skyland Institute, Blowing Rock, N. C.	In industrial training . . . . .	.....	.....	57	57
	Free-hand drawing	1	.....	57	57
	Sewing	1	.....	29	29
	Cooking	1	.....	27	27
	Laundrying	1	.....	27	27
Laura Sunderland Memorial, Con- cord, N. C.	In industrial training . . . . .	.....	.....	64	64
	Art needlework . . . . .	.....	.....	20	20
	Dressmaking . . . . .	.....	.....	40	40
	Cooking . . . . .	.....	.....	50	50
	Laundrying . . . . .	.....	.....	60	60
The Asheville Farm School, Farm School, N. C.	In industrial training . . . . .	.....	140	.....	140
	Cooking	1	12	.....	12
	Laundrying	1	12	.....	12
	Farm or garden work	3	100	.....	100
Dorland Institute, Hot Springs, N. C.	Carpentry	1	12	.....	12
	In industrial training . . . . .	.....	30	100	130
	Sewing	1	.....	100	100
	Dressmaking . . . . .	.....	.....	2	2
	Cooking . . . . .	.....	.....	60	60
	Laundrying . . . . .	.....	.....	60	60
	Farm or garden work	1	30	.....	30
Academical and Industrial Institute, North Wilkesboro, N. C.	Carpentry	1	3	.....	3
	In industrial training . . . . .	.....	15	23	38
	Free-hand drawing	2	15	23	38
	Art needlework	1	.....	23	23
	Sewing	1	.....	23	23
	Dressmaking	1	.....	23	23
	Millinery	1	.....	23	23
	Cooking	1	.....	23	23
	Laundrying	1	.....	23	23
	Farm or garden work	1	15	.....	15
	Carpentry	1	3	.....	3
	In industrial training . . . . .	.....	77	90	167
Industrial School and School for Manual Training, Ellendale, N. Dak.	..... do . . . . .	.....	1,045	.....	1,045
Ohio Mechanics' Institute, Cincin- nati, Ohio.	Free-hand drawing	4	250	.....	250
	Mechanical drawing	6	350	.....	350
	Clay modeling	2	15	.....	15
	Wood turning	1	30	.....	30
	Carpentry	1	75	.....	75
	Pattern making	1	25	.....	25
	Work in physical laboratory	1	25	.....	25
	Work in chemical laboratory	1	50	.....	50
	Applied electricity	1	38	.....	38
	Architectural design	4	100	.....	100
	In industrial training . . . . .	.....	136	.....	136
	Free-hand drawing	1	136	.....	136
	Mechanical drawing	1	136	.....	136
	Wood turning	1	48	.....	48
Technical School of Cincinnati, Ohio	Carpentry	1	62	.....	62
	Forging	1	31	.....	31
	Machine-shop work	1	10	.....	10
	Work in physical laboratory	1	27	.....	27
	Work in chemical laboratory	1	52	.....	52
	In industrial training . . . . .	.....	285	215	500
	Free-hand drawing	8	254	190	444
	Mechanical drawing	2	32	4	36
	Clay modeling	1	8	6	14
	Paper cutting and folding	3	82	54	136
Cleveland Jewish Orphan Asylum, Cleveland, Ohio.	Wood turning	1	12	.....	12
	Carving	1	12	.....	12
	Sewing	3	.....	190	190
	Art needlework	1	.....	42	42

TABLE 8.—Statistics of manual and industrial training—Branches taught—Continued.

Name of institution.	Branches of instruction.	Number of instructors.	Number of pupils.		Total.
			Male.	Female.	
1	2	3	4	5	6
Cleveland Jewish Orphan Asylum, Cleveland, Ohio—Continued.	Cooking	1		19	19
	Laundry work	1		19	19
	Printing	1	6		6
	Carpentry	1	20		20
	Forging	1	4		4
	Vise work	1	4		4
	Applied electricity	1	3		3
Young Woman's Christian Association, Cleveland, Ohio.	Housekeeping	2		60	60
	In industrial training			206	206
	Sewing	2		206	206
	Dressmaking	1		184	184
	Millinery	1		117	117
Ohio Soldiers' and Sailors' Orphans' Home, Xenia, Ohio.	Cooking	1		73	73
	In industrial training		236	161	397
	Sewing	7		83	83
	Cooking	2	8	104	112
	Carpentry	2	11		11
	Forging	1	6		6
	Electrical engineering	1	9		9
	Farm or garden work	1	9		9
	Florist	1	12		12
	Painting	1	6		6
Avery College Trade School, Allegheny, Pa.	Mechanical engineering	4	20		20
	Printing	1	14		14
	Shoemaking	1	14		14
	In industrial training		24	90	114
	Dressmaking	4		90	90
	Millinery	2		35	35
	Cooking	1		15	15
	Bricklaying	1	14		14
	Carpentry	1	18		18
	In industrial training		630		630
Central Manual Training School, Philadelphia, Pa.	Free-hand drawing	2	630		630
	Mechanical drawing	2	630		630
	Clay modeling	1	200		200
	Wood turning	1	200		200
	Carving	1	200		200
	Carpentry	1	330		330
	Pattern making	1	200		200
	Forging	1	200		200
	Sheet metal work	1	330		330
	Molding (metal)	1	330		330
	Vise work	1	330		330
	Machine-shop work	1	100		100
	Work in physical laboratory	1	100		100
	Work in chemical laboratory	1	100		100
	Applied electricity	1	100		100
	Civil engineering	1	100		100
	Mechanical engineering	1	100		100
	Electrical engineering	1	100		100
	Surveying	1	100		100
	Pittsburg School of Design for Women, Pittsburg, Pa.	In industrial training			95	95
Free-hand drawing				95	95
Designing of fabrics				60	60
Friends' Select School, Philadelphia, Pa.	In industrial training		85	110	195
	Free-hand drawing	1	55	110	165
	Mechanical drawing	2	85	96	181
	Sloyd or knife work	1	56	68	124
	Hand weaving	1	15	12	27
	Venetian iron	1	6		6
Girard College, Philadelphia, Pa....	In industrial training		870		870
	Mechanical drawing	1	550		550
	Sloyd or knife work	1	320		320
	Wood turning	1	550		550
	Carpentry	1	550		550
	Pattern making	1	550		550
	Forging	1	550		550
	Vise work	1	550		550
	Machine-shop work	1	550		550
	Plumbing	1	550		550
Northeast Manual Training School, Philadelphia, Pa.	Applied electricity	1	550		550
	In industrial training		618		618
	Free-hand drawing	2	617		617
	Mechanical drawing	2	617		617
	Clay modeling	2	202		202

TABLE S.—Statistics of manual and industrial training—Branches taught—Continued.

Name of institution.	Branches of instruction.	Number of instructors.	Number of pupils.		Total.	
			Male.	Female.		
1	2	3	4	5	6	
Northeast Manual Training School, Philadelphia, Pa.—Continued.	Wood turning	3	318		318	
	Carving	3	202		202	
	Carpentry	2	318		318	
	Pattern making	1	202		202	
	Forging	1	520		520	
	Sheet-metal work	2	318		318	
	Molding (metal)	2	318		318	
	Vise work	2	318		318	
	Machine-shop work	1	97		97	
	Work in physical laboratory	1	202		202	
	Work in chemical laboratory	1	97		97	
	Applied electricity	1	97		97	
	Electrical engineering	1	97		97	
	Pennsylvania Museum and School of Industrial Art, Philadelphia, Pa.	In industrial training		600	329	929
Free-hand drawing		19	606	300	906	
Mechanical drawing		2	150	50	200	
Clay modeling		2	100	50	150	
Carving		1	25	25	50	
Carpentry		1	25	25	50	
Work in chemical laboratory		2	150		150	
Hand weaving		1	150		150	
Power weaving		2	100		100	
Dyeing		2	150		150	
Carding and spinning		4	150		150	
Designing of fabrics		5	150	50	200	
Williamson Free School of Mechanical Trades, Williamson School, Pa.		In industrial training		233		233
		Mechanical drawing	2	233		233
	Wood turning	1	32		32	
	Bricklaying	1	41		41	
	Carpentry	1	49		49	
	Pattern making	1	32		32	
	Forging	1	70		70	
	Vise work	1	70		70	
	Machine-shop work	1	70		70	
	Steam fitting	1	29		29	
	Applied electricity	1	29		29	
	Miss Sayer's School, Newport, R. I.	In industrial training		5	16	21
		Free-hand drawing	1	5	16	21
		Clay modeling	1	5	16	21
Townsend Industrial School, Newport, R. I.	In industrial training		458	537	995	
	Free-hand drawing	1	27	25	52	
	Mechanical drawing	1	26		26	
	Sloyd or knife work	2	431		431	
	Wood turning	1	8		8	
	Sewing	2		532	532	
	Dressmaking	1		101	101	
	Cooking	2		503	503	
	Pattern making	1	8		8	
	Forging	1	7		7	
	Sheet metal work	1	6		6	
	Molding (metal)	1	8		8	
	Vise work	1	6		6	
	Machine-shop work	1	6		6	
Steam fitting	1	6		6		
Manual Training High School, Providence, R. I.	In industrial training		226	51	277	
	Free-hand drawing	1	226	51	277	
	Mechanical drawing	1	226	51	277	
	Clay modeling	1	46	24	70	
	Wood turning	1	42		42	
	Carving	1	46	24	70	
	Sewing	1		30	30	
	Dressmaking	1		7	7	
	Millinery	1		44	44	
	Cooking	1		24	24	
	Carpentry	1	88		88	
	Pattern making	1	42		42	
	Forging	1	108		108	
	Sheet-metal work	1	20		20	
	Molding (metal)	1	42		42	
	Vise work	1	42		42	
	Machine-shop work	1	30		30	
	Work in physical laboratory	1	196	24	220	
	Work in chemical laboratory	1	99	31	130	
	Applied electricity	1	30		30	
	Mechanical engineering	1	30		30	

TABLE 8.—Statistics of manual and industrial training—Branches taught—Continued.

Name of institution.	Branches of instruction.	Number of in- structors.	Number of pupils.		Total.	
			Male.	Fe- male.		
1	2	3	4	5	6	
Manual Training High School, Providence, R. I.—Continued.	Civil engineering	1	10		10	
	Electrical engineering	1	30		30	
	Steam engineering	1	30		30	
	Botanical laboratory	1	20		20	
Rhode Island School of Design, Providence, R. I.	Domestic science	1		51	51	
	In industrial training		350	243	593	
	Free-hand drawing		112	90	202	
	Mechanical drawing		100	31	131	
	Clay modeling			25	25	
	Decorative design		40	22	62	
	Children's class in drawing		50	90	140	
Schofield Normal and Industrial School, Aiken, S. C.	Teachers' class in drawing		30	46	76	
	In industrial training		101	118	219	
	Art needlework	1		8	8	
	Sewing	1		118	118	
	Millinery	1		48	48	
	Cooking	1		25	25	
	Farm or garden work	1	10		10	
	Printing	1	6	1	7	
	Carpentry	1	9		9	
	Shoemaking	1	13		13	
	Harnessmaking	1	8		8	
	Cane seating	1	1	2	3	
	Blacksmithing	1	4		4	
	Southern Training School, Grays- ville, Tenn.	In industrial training		5	25	30
Sewing		1		8	8	
Dressmaking		1		5	5	
Cooking		1		12	12	
Farm or garden work		1	5		5	
Allan Manual Training School, Austin, Tex.	In industrial training		60	21	81	
	Mechanical drawing	2	60	21	81	
	Wood turning	1	4		4	
	Carving	1	39	21	60	
	Carpentry	1	39	21	60	
	Pattern making	1	10		10	
	Forging	1	10		10	
	Molding (metal)	1	10		10	
	Vise work	1	7		7	
	Machine-shop work	1	7		7	
Industrial School for Little Girls, Castroville, Tex.	In industrial training			49	49	
	Art needlework	2		20	20	
	Sewing	3		40	40	
	Dressmaking	1		10	10	
	Cooking	2		20	20	
	Laundering	2		10	10	
	John A. Dix Industrial School, Din- widdie, Va.	In industrial training		9	35	44
		Art needlework	1		35	35
		Sewing	1		35	35
		Dressmaking	1		7	7
Cooking		1		15	15	
Laundering		1		35	35	
Farm or garden work		2	14		14	
Carpentry		2	12		12	
Pattern making		1	7		7	
Forging		1	5		5	
Hand weaving		1		35	35	
Dyeing		1		35	35	
Shoemaking		1	9		9	
Brickmaking		1	6		6	
Miller Manual Labor School, Miller School, Va.	In industrial training		150	100	250	
	Freehand drawing	1	78	100	178	
	Mechanical drawing	1	50		50	
	Paper cutting and folding	1		30	30	
	Sloyd or knife work	1		37	37	
	Wood turning	1	37		37	
	Carving	1	37		37	
	Art needlework	1		44	44	
	Sewing	2		100	100	
	Dressmaking	1		23	23	
	Pattern drafting	1		32	32	
	Cooking	1		48	48	
	Laundering	1		16	16	
	Farm or garden work	1	40		40	
Printing	1	4		4		
Carpentry	1	37		37		

TABLE 8.—Statistics of manual and industrial training—Branches taught—Continued.

Name of institution.	Branches of instruction.	Number of in- structors.	Number of pupils.		Total.
			Male.	Fe- male.	
1	2	3	4	5	6
Miller Manual Labor School, Miller School, Va.—Continued.	Pattern making.....	1	37	.....	37
	Forging.....	1	41	.....	41
	Molding (metal).....	1	41	.....	41
	Vise work.....	1	41	.....	41
	Machine-shop work.....	1	28	.....	28
	Work in physical laboratory.....	2	8	4	12
	Work in chemical laboratory.....	1	25	10	35
	Applied electricity.....	1	10	.....	10
	Hand weaving.....	1	.....	30	30
	Mechanical engineering.....	1	10	.....	10
St. Andrews School, Richmond, Va.. Boys and Girls Aid Society and In- dustrial School, Seattle, Wash.	In industrial training.....	130	381	.....	511
	.....do.....	.....	32	8	40
	Free-hand drawing.....	1	32	8	40
	Mechanical drawing.....	1	32	8	40
	Paper cutting and folding.....	1	32	8	40
	Sloyd or knife work.....	1	32	8	40
	Sewing.....	1	.....	8	8
	Dressmaking.....	1	.....	8	8
	Cooking.....	1	12	5	17
	Laundering.....	1	16	5	21
Marathon County School of Agri- culture and Domestic Economy, Wausau, Wis.	Carpentry.....	1	10	.....	10
	Hand weaving.....	1	32	8	40
	Housekeeping.....	1	32	8	40
	In industrial training.....	.....	14	48	62
	Free-hand drawing.....	1	14	.....	14
	Mechanical drawing.....	1	14	.....	14
	Art needlework.....	1	.....	48	48
	Sewing.....	1	.....	48	48
	Dressmaking.....	1	.....	48	48
	Millinery.....	1	.....	48	48
Milwaukee Cooking School, Mil- waukee, Wis.	Cooking.....	1	.....	48	48
	Laundering.....	1	.....	48	48
	Farm or garden work.....	1	14	.....	14
	Carpentry.....	1	14	.....	14
	Forging.....	1	14	.....	14
	Vise work.....	1	14	.....	14
	Machine-shop work.....	1	14	.....	14
	Work in physical laboratory.....	1	14	.....	14
	Work in chemical laboratory.....	1	14	.....	14
	In industrial training.....	.....	.....	56	56
Moqui Training School, Keams Canyon, Ariz.	Cooking.....	2	.....	56	56
	Laundering.....	.....	.....	4	4
	In industrial training.....	.....	105	70	175
	Sewing.....	1	.....	70	70
	Dressmaking.....	1	.....	30	30
	Cooking.....	1	10	.....	10
	Laundering.....	1	20	50	70
	Farm or garden work.....	1	105	70	175
	In industrial training.....	.....	127	79	206
	Free-hand drawing.....	1	127	79	206
Indian School, Mohave City, Ariz..	Clay modeling.....	1	32	30	62
	Paper cutting and folding.....	1	32	30	62
	Art needlework.....	1	.....	79	79
	Sewing.....	1	.....	79	79
	Dressmaking.....	1	.....	79	79
	Cooking.....	1	.....	79	79
	Laundering.....	1	12	79	91
	Farm or garden work.....	1	127	.....	127
	Bricklaying.....	1	12	.....	12
	Carpentry.....	1	23	.....	23
Phoenix Indian School, Phoenix, Ariz.	Forging.....	1	6	.....	6
	Vise work.....	1	6	.....	6
	Machine-shop work.....	1	6	.....	6
	Steam fitting.....	1	2	.....	2
	Plumbing.....	1	2	.....	2
	House and sign painting.....	1	12	.....	12
	In industrial training.....	.....	400	300	700
	Free-hand drawing.....	1	39	.....	39
	Mechanical drawing.....	1	39	.....	39
	Sloyd or knife work.....	1	39	.....	39
Phoenix Indian School, Phoenix, Ariz.	Carving.....	1	15	.....	15
	Art needlework.....	1	.....	12	12
	Sewing.....	2	.....	80	80
	Dressmaking.....	2	.....	25	25
	Cooking.....	2	.....	63	63

TABLE 8.—Statistics of manual and industrial training—Branches taught—Continued.

Name of institution.	Branches of instruction.	Number of in- structors.	Number of pupils.		Total.	
			Male.	Fe- male.		
1	2	3	4	5	6	
Phoenix Indian School, Phoenix, Ariz.—Continued.	Laundering	1		36	36	
	Farm or garden work	3	94		94	
	Printing	1	10		10	
	Carpentry	1	18		18	
	Forging	1	14		14	
	Vise work	1	14		14	
	Steam fitting	1	17		17	
	Plumbing	1	4		4	
	House and sign painting	1	11		11	
	Hand weaving	1		6	6	
	Mechanical engineering	1	17		17	
	Dairying	1	50		50	
	In industrial training		73	56	129	
	Free-hand drawing	1	50	40	90	
Fort Yuma Training School, Yuma, Ariz.	Clay modeling	1	30	20	50	
	Paper cutting and folding	1	30	20	50	
	Sloyd or knife work	1	12	12	24	
	Wood turning		3		3	
	Carving	1	3		3	
	Sewing	1		24	24	
	Dressmaking	1		10	10	
	Cooking	2	2	14	16	
	Laundering	1	3	15	18	
	Farm or garden work	2	25	11	36	
	Carpentry	1	4		4	
	Steam fitting	1	1		1	
	Plumbing	1	2		2	
	House and sign painting	1	4		4	
	Hand weaving	3		33	30	
	In industrial training		24	38	62	
	Clay modeling		15	20	35	
	Paper cutting and folding	1				
	Sewing	1		38	38	
	Carpentry	1	23		23	
	Sherman Institute, Riverside, Cal...	In industrial training		150	150	300
		Dressmaking	3		40	40
Cooking		1	30		30	
Laundering		1	10	10	20	
Farm or garden work		3	50		50	
Carpentry		1	10		10	
Mechanical engineering		1	10		10	
In industrial training			87	41	128	
Sewing		5	87	41	128	
Cooking		1		20	20	
Fort Lewis Indian School, Breen, Colo.	Farm or garden work	2	87	41	128	
	Carpentry	1	5		5	
	Plumbing	1	4		4	
	Hand weaving	3	50	20	70	
	In industrial training		120	60	180	
	Sewing	1		20	20	
	Cooking	1	4	20	24	
	Laundering	1	4	20	24	
	Farm or garden work	2	40		40	
	Printing	1	4		4	
Grand Junction Industrial Indian School, Grand Junction, Colo.	Carpentry	1	8		8	
	House and sign painting	1	4		4	
	In industrial training		75	65	140	
	Sewing			40	40	
	Dressmaking	1		15	15	
	Cooking	2		20	20	
	Laundering	1	15	40	55	
	Carpentry	1	10		10	
	In industrial training		450	300	750	
	Free-hand drawing	6	450	300	750	
Haskell Institute, Lawrence, Kans..	Mechanical drawing	1	250		250	
	Paper cutting and folding	2	30	25	55	
	Clay modeling	2	15	20	35	
	Art needlework	1		200	200	
	Sewing	2		300	300	
	Dressmaking	2		40	40	
	Millinery	1		10	10	
	Cooking	2		300	300	
	Laundering	2		240	240	
	Farm or garden work	3	180		180	
	Bricklaying	1	10		10	

TABLE 8.—Statistics of manual and industrial training—Branches taught—Continued.

Name of institution.	Branches of instruction.	Number of in-structors.	Number of pupils.		Total.	
			Male.	Fe-male.		
1	2	3	4	5	6	
Haskell Institute, Lawrence, Kans.—Continued.	Printing.....	1	10	.....	10
	Carpentry.....	1	40	.....	40
	Forging.....	1	39	.....	30
	Steam fitting.....	1	20	.....	30
	Plumbing.....	1	30	.....	30
	Fresco painting.....	1	15	.....	15
Indian Industrial School, Mount Pleasant, Mich.	House and sign painting.....	1	20	.....	20
	In industrial training.....	.....	146	143	289
	Free-hand drawing.....	5	146	143	289	
	Clay modeling.....	1	28	30	58	
	Paper cutting and folding.....	1	64	57	121	
	Electrical engineering.....	1	2	.....	2
Pipestone Indian Industrial School, Pipestone, Minn.	In industrial training.....	.....	63	76	139
	Free-hand drawing.....	3	63	76	139	
	Clay modeling.....	1	19	18	37	
	Paper cutting and folding.....	1	19	18	37	
	Tailoring.....	1	12	.....	12
	Sewing.....	1	.....	58	58
	Cooking.....	1	.....	58	58
	Laundering.....	1	.....	58	58
	Farm or garden work.....	1	.....	44	44
	In industrial training.....	.....	112	98	210
Fort Peck Agency Boarding School, Poplar, Mont.	Free-hand drawing.....	4	112	98	210	
	Clay modeling.....	4	112	98	210	
	Paper cutting and folding.....	1	20	24	44	
	Art needlework.....	3	.....	20	20
	Sewing.....	3	.....	98	98
	Dressmaking.....	3	.....	60	60
	Cooking.....	.....	2	70	72
	Laundering.....	2	112	98	210	
	Farm or garden work.....	4	112	.....	112
	Carpentry.....	1	12	.....	12
Fort Shaw Industrial School, Sun River, Mont.	Plumbing.....	1	12	.....	12
	Hand weaving.....	1	20	24	44	
	In industrial training.....	.....	93	91	184
	Genoa Indian School, Genoa, Nebr..	In industrial training.....	198	117	315
		Free-hand drawing.....	7	198	117	315
		Paper cutting and folding.....	1	20	16	36
		Sloyd or knife work.....	1	100	100
		Carving.....	1	45	45
		Sewing.....	1	117	117
		Cooking.....	3	30	30
Laundering.....		1	.....	60	60
Farm or garden work.....		1	50	.....	50
Printing.....		.....	2	.....	2
Carpentry.....		1	14	.....	14
Forging.....		1	4	.....	4
Vise work.....		1	4	.....	4
Steam fitting.....		1	14	.....	14
Plumbing.....		1	14	.....	14
House and sign painting.....		1	4	.....	4
Mechanical engineering.....		1	14	.....	14
Electrical engineering.....		1	14	.....	14
Tailoring.....		1	26	.....	26
Harness making.....		1	18	.....	18
Dairying.....		1	14	.....	14
Baking.....		1	.....	8	8
Omaha Boarding School, Omaha Agency, Nebr.		In industrial training.....	38	40	78
	Sewing.....	1	.....	38	38
	Cooking.....	1	.....	38	38
	Laundering.....	1	.....	38	38
	Farm or garden work.....	1	30	.....	30
Santee Normal Training School, Santee, Nebr.	In industrial training.....	.....	46	44	90
	Free-hand drawing.....	2	42	36	78	
	Clay modeling.....	2	42	36	78	
	Paper cutting and folding.....	2	21	18	39	
	Sloyd or knife work.....	1	24	.....	24
	Wood turning.....	1	24	.....	24
	Sewing.....	3	.....	44	44
	Dressmaking.....	1	.....	26	26
	Cooking.....	1	.....	26	26
	Laundering.....	1	.....	26	26
	Farm or garden work.....	1	46	.....	46
	Printing.....	1	21	.....	21

TABLE 8.—Statistics of manual and industrial training—Branches taught—Continued.

Name of institution.	Branches of instruction.	Number of in- structors.	Number of pupils.		Total.	
			Male.	Fe- male.		
1	2	3	4	5	6	
Santee Normal Training School, Santee, Nebr.—Continued.	Carpentry	1	24		24	
	Forging	1	5		5	
	Work in physical laboratory	2	8	4	12	
	Work in chemical laboratory	2	8	4	12	
Carson Indian School, Carson City, Nev.	In industrial training		93	75	168	
	Free-hand drawing	1	42	32	74	
	Clay modeling	1	42	32	74	
	Farm or garden work	1	20		20	
	Bricklaying	1	2		2	
	Printing	1	4		4	
	Carpentry	1	14		14	
	Forging	1	12		12	
	Vise work	1	14		14	
	Steam fitting	1	3		3	
	Plumbing	1	3		3	
	House or sign painting	1	4		4	
	Albuquerque Indian Training School, Albuquerque, N. Mex.	In industrial training		180	120	300
Sewing		2		20	20	
Cooking		1		20	20	
Laundering		1		20	20	
Farm or garden work		1	20		20	
Carpentry		1	22		22	
Shoemaking		1	24		24	
Tailoring		1	24		24	
Baking		1	10		10	
In industrial training				72	72	
Mechanical drawing				9	9	
Art needlework		1		12	12	
Sewing		1		72	72	
Dressmaking	1		40	40		
Cooking	1		30	30		
Laundering	1		60	60		
United States Indian Industrial School, Santa Fe, N. Mex.	In industrial training		215	120	335	
	Sewing	2		36	36	
	Cooking	2	9		9	
	Laundering	2	11	17	28	
	Farm or garden work	2	32		32	
	Carpentry	1	6		6	
	Blacksmithing	1	3		3	
	Steam fitting	1	3		3	
	Tailoring	1	18		18	
	Shoemaking	1	10		10	
	Baking	1	3		3	
	Eastern Cherokee Training School, Cherokee, N. C.	In industrial training		83	65	148
		Clay modeling	1	13	12	25
Paper cutting and folding		2	25	30	55	
Art needlework		1		10	10	
Sewing		1		65	65	
Farm or garden work		1	83		83	
Carpentry		1	6		6	
Browning Boarding School, Elbo- woods, N. Dak.		In industrial training		35	35	70
		Free-hand drawing	2	10	10	20
		Mechanical drawing	2	30	30	60
		Paper cutting and folding	1	10	10	20
		Sloyd or knife work	1	5		5
		Wood turning	1	5		5
	Art needlework	1		5	5	
	Sewing	1	15	30	45	
	Dressmaking	1		15	15	
	Cooking	1	2	15	17	
	Laundering	1	20	20	40	
	Farm or garden work	1	30	30	60	
	Steam fitting	1	2		2	
Plumbing	1	2		2		
Mission Home School, Fort Berthold, N. Dak.	In industrial training		9	11	20	
	Sewing	1		11	11	
	Dressmaking	1		5	5	
	Cooking	1		5	5	
	Laundering	1		5	5	
Indian Industrial School, Fort Tot- ten, N. Dak.	Farm or garden work	1	9		9	
	In industrial training		175	165	340	
Chilocco Agricultural School, Chi- locco, Okla.	.....do		400	200	600
	Sewing	1		75	75	
	Dressmaking	1		30	30	

TABLE 8.—Statistics of manual and industrial training—Branches taught—Continued.

Name of institution.	Branches of instruction.	Number of instructors.	Number of pupils.		Total
			Male.	Female.	
1	2	3	4	5	6
Chillico Agricultural School, Chillico, Okla.—Continued.	Cooking.....	1		75	75
	Laundrying.....	1		20	20
	Farm or garden work.....	3	250		250
	Bricklaying.....	1	10		10
	Printing.....	1	10		10
	Carpentry.....	1	30		30
	Forging.....	1	12		12
	Steam fitting.....	1	20		20
	House and sign painting.....	1	10		10
	Wagon making.....	1	8		8
	Seger Indian School, Colony, Okla..	In industrial training.....		69	50	110
Clay modeling.....		2	40	30	70
Paper cutting and folding.....		1	40	30	70
Sewing.....		1		35	35
Dressmaking.....		1		12	12
Cooking.....		1		20	20
Laundrying.....		1		20	20
Bricklaying.....		1	15		15
Carpentry.....		1	12		12
Forging.....		1	2		2
Plumbing.....		1	1		1
Work in physical laboratory.....		1	60	50	110
Work in chemical laboratory.....		1	30	20	50
Baking.....		1		10	10
Painting.....		1	2		2
Red Moon Boarding School, Hammon, Okla.		In industrial training.....		10	12	22
	Free-hand drawing.....	1	10	12	22
	Paper cutting and folding.....	1	5	5	10
	Art needlework.....	1		6	6
	Sewing.....	1		18	18
	Dressmaking.....	1		3	3
	Cooking.....	1		10	10
	Laundrying.....	1		10	10
	Farm or garden work.....	1		12	12
	Stock raising.....	1		7	7
	Indian Industrial School, Carlisle, Pa.	In industrial training.....		406	275	681
Free-hand drawing.....		1	436	275	681
Mechanical drawing.....		1	406	275	681
Sloyd or knife work.....		1	110		110
Wood turning.....		1	110		110
Carving.....		1	110		110
Sewing.....		6		260	260
Dressmaking.....		6		200	200
Cooking.....		1		200	200
Laundrying.....		6	10		10
Farm or garden work.....		2	12		12
Printing.....		2	25	5	30
Carpentry.....		1	40		40
Forging.....		1	30		30
Sheet-metal work.....		1	12		12
Steam fitting.....		1	6		6
Plumbing.....		1	6		6
Carriage painting.....		1	10		10
House and sign painting.....		1	10		10
Harness making.....		1	45		45
Shoemaking.....		1	25		25
Tailoring.....		1	35		35
Baking.....	1	6		6	
Dairying.....	1	8		8	
Indian Industrial School, Chamberlain, S. Dak.	In industrial training.....		36	29	65
	.....do.....		150	150	300
Riggs Institute, Flandreau, S. Dak..	Sewing.....	3	19	22	41
	Dressmaking.....	2		20	20
	Cooking.....	2	2	20	22
	Laundrying.....	2		12	12
	Farm or garden work.....	2	19		19
	Steam fitting.....	1	10		10
	House and sign painting.....	1	12		12
Oahe Industrial Boarding School, Oahe, S. Dak.	In industrial training.....		9	17	26
	Free-hand drawing.....	1	9	17	26
	Clay modeling.....	1	9	17	26
	Paper cutting and folding.....	1	9	5	14
	Sewing.....	1	9	17	26
	Dressmaking.....	1		12	12

TABLE 8.—Statistics of manual and industrial training—Branches taught—Continued.

Name of institution.	Branches of instruction.	Number of in- structors.	Number of pupils.		Total.
			Male.	Fe- male.	
1	2	3	4	5	6
Oahe Industrial Boarding School, Oahe, S. Dak.—Continued.	Cooking	1	.....	12	12
	Laundrying	1	4	12	16
	Farm or garden work	1	9	17	26
Indian Industrial School, Pierre, S. Dak.	In industrial training .....	.....	89	54	143
	Free-hand drawing	3	70	40	110
	Mechanical drawing	3	70	40	110
	Clay modeling	1	25	15	40
	Paper cutting and folding	1	50	30	80
	Sloyd or knife work	2	30	.....	30
	Wood turning	1	5	.....	5
	Art needlework	3	.....	20	20
	Sewing	3	.....	50	50
	Dressmaking	1	.....	25	25
	Cooking	1	.....	40	40
	Laundrying	1	.....	50	50
	Farm or garden work	1	85	.....	85
	Carpentry	1	20	.....	20
	Vise work	1	5	.....	5
	Plumbing	1	6	.....	6
	House and sign painting	1	10	.....	10
Oglala Boarding School, Pine Ridge, S. Dak.	Hand and sign painting	1	15	10	25
	In industrial training .....	.....	110	100	210
	Sewing	1	100	50	150
	Dressmaking	1	.....	100	100
	Cooking	1	.....	100	100
	Laundrying	1	.....	100	100
	Farm or garden work	2	110	.....	110
	Printing	1	4	.....	4
	Carpentry	1	4	.....	4
	Steam fitting	1	4	.....	4
Indian Industrial School, Tomah, Wis.	Electrical engineering	1	4	.....	4
	Dairying	1	14	.....	14
	Stock raising	2	110	.....	110
	In industrial training .....	.....	50	75	125
	Sewing	2	.....	75	75
	Dressmaking	1	.....	10	10
	Cooking	3	.....	75	75
Indian Industrial School, Witten- berg, Wis.	Farm or garden work	3	50	.....	50
	Carpentry	1	20	.....	20
	In industrial training .....	.....	59	52	111
	Free-hand drawing	1	30	25	55
	Paper cutting and folding	1	29	27	56
	Art needlework	1	.....	10	10
	Sewing	1	.....	35	35
	Dressmaking	1	.....	8	8
	Cooking and baking	2	.....	27	27
	Laundrying	1	.....	25	25
Farm or garden work	2	59	.....	59	
Carpentry	1	12	.....	12	

CHAPTER XLI.

COMMERCIAL AND BUSINESS SCHOOLS.

Reports received by this Bureau for the scholastic year ending June, 1903, show that 4,917 educational institutions of various grades had 240,697 students pursuing commercial or business studies. The 520 business schools and colleges reporting had 137,247 of these students, while 76,794 were found in 3,213 public high schools. The distribution of the students by sex among the five different classes of institutions is shown in the following summary:

Classes of institutions.	Number of schools.	Male.	Female.	Total.
Universities and colleges	177	7,085	2,122	9,207
Public and private normal schools.....	51	682	383	1,065
Private high schools and academies	956	10,094	6,290	16,384
Public high schools.....	3,213	35,762	41,032	76,794
Commercial and business schools.....	520	81,344	55,903	137,247
Total.....	4,917	134,967	105,730	240,697

The enrollment of students in business schools and in commercial courses of other institutions exhibits wide fluctuations from year to year. Such enrollment in public high schools reached the high-water mark in 1901, while the regular business schools recorded the greatest attendance in 1902.

The following table is a summary of the number of students in commercial studies reported each year from 1889-90 to 1901-2:

Students pursuing commercial studies.

Scholastic year.	In institutions not distinctly business schools.					In commercial and business schools.	Aggregate of students in commercial studies.
	Universities and colleges.	Normal schools.	Private high schools and academies.	Public high schools.	Total.		
1889-90.....					24,994	78,920	103,914
1890-91.....					36,564	81,898	118,462
1891-92.....					27,254	77,856	105,110
1892-93.....					30,892	99,654	130,546
1893-94.....	7,300	7,771	4,466	15,220	34,757	115,748	150,505
1894-95.....	4,577	5,293	8,819	25,589	44,228	96,135	140,363
1895-96.....	5,678	5,375	9,889	30,350	51,272	80,662	131,934
1896-97.....	5,056	6,297	11,574	33,075	56,002	77,746	133,748
1897-98.....	5,869	5,721	9,740	31,633	52,963	70,950	123,913
1898-99.....	6,463	6,126	10,609	38,134	61,332	79,186	131,518
1899-1900.....	7,953	6,657	15,649	68,890	99,149	91,549	190,698
1900-1901.....	8,610	7,099	16,281	84,412	116,402	110,031	226,433
1901-2.....	9,207	1,065	16,384	76,794	103,450	137,247	240,697

Table 1 shows the number of institutions of all grades in each State in which commercial and business studies were taught and the number of students in such studies. Table 2 gives this information concerning universities and colleges, public and private normal schools. Table 3 in the same manner relates to public and private high schools.

Tables 4, 5, and 6 summarize all the statistics collected from the 520 regular business and commercial schools in each State. The statistics of these schools will be found in detail in Table 11.

Tables 7 and 8 show the number of public high schools reporting regular business courses and the number of students in such courses in each State, and also the number of schools in which bookkeeping, commercial geography, and commercial law are taught, and the number of students in each of these branches. Tables 9 and 10 summarize like statistics of private high schools, academies, and seminaries.

TABLE 1.—Number of institutions of all grades in which commercial and business studies were taught and number of students in such studies in 1901-2.

State or Territory.	Schools.	Students.		
		Male.	Female.	Total.
United States	4,917	134,967	105,730	240,697
North Atlantic Division	1,559	41,350	37,239	78,589
South Atlantic Division	376	10,436	7,777	18,213
South Central Division	463	15,681	8,373	24,054
North Central Division	2,197	56,512	44,104	100,616
Western Division	322	10,988	8,237	19,225
North Atlantic Division:				
Maine	129	1,783	1,688	3,471
New Hampshire	56	671	515	1,186
Vermont	64	646	601	1,247
Massachusetts	240	6,739	7,933	14,672
Rhode Island	27	651	589	1,240
Connecticut	88	2,380	2,153	4,533
New York	448	13,380	10,502	23,882
New Jersey	117	3,542	3,036	6,578
Pennsylvania	390	11,558	10,222	21,780
South Atlantic Division:				
Delaware	13	640	497	1,137
Maryland	77	2,305	1,955	4,260
District of Columbia	13	1,093	1,329	2,422
Virginia	60	1,468	948	2,416
West Virginia	44	913	772	1,685
North Carolina	64	1,053	524	1,580
South Carolina	22	274	309	583
Georgia	56	2,192	1,201	3,393
Florida	27	495	242	737
South Central Division:				
Kentucky	78	2,297	1,350	3,647
Tennessee	118	2,746	1,918	4,664
Alabama	37	956	635	1,591
Mississippi	31	1,446	865	2,311
Louisiana	39	1,603	359	1,962
Texas	121	5,610	2,446	8,056
Arkansas	21	715	440	1,155
Oklahoma	14	283	347	630
Indian Territory	4	25	13	38
North Central Division:				
Ohio	301	7,084	6,092	13,176
Indiana	114	6,185	4,633	10,818
Illinois	313	10,268	7,748	18,016
Michigan	239	4,189	3,755	7,944
Wisconsin	148	4,263	2,997	7,260
Minnesota	97	4,455	2,393	6,848
Iowa	294	6,682	4,761	10,843
Missouri	136	5,662	3,923	9,585
North Dakota	10	542	276	818
South Dakota	59	828	695	1,523
Nebraska	282	4,352	4,053	8,405
Kansas	204	3,292	2,880	6,172
Western Division:				
Montana	15	587	532	1,119
Wyoming	10	103	113	216
Colorado	39	1,468	1,215	2,683
New Mexico	7	94	28	122
Arizona	5	66	58	124
Utah	17	1,153	441	1,594
Nevada	11	130	158	288
Idaho	8	150	136	286
Washington	57	1,778	1,106	2,984
Oregon	40	928	745	1,673
California	113	4,531	3,605	8,136

TABLE 2.—Students in commercial and business courses in universities and colleges and public and private normal schools in 1901-2.

State or Territory.	Universities and colleges.				Public and private normal schools.			
	Institutions.	Students.			Institutions.	Students.		
		Male.	Female.	Total.		Male.	Female.	Total.
United States	177	7,085	2,122	9,207	51	682	383	1,065
North Atlantic Division	21	1,011	146	1,157	8	24	14	38
South Atlantic Division	20	475	173	648	7	39	50	89
South Central Division	27	1,593	418	2,011	11	188	75	263
North Central Division	85	3,261	1,100	4,361	24	415	226	641
Western Division	24	745	285	1,030	1	16	18	34
North Atlantic Division:								
Maine								
New Hampshire								
Vermont	1	2	1	3				
Massachusetts	1	13		13				
Rhode Island	1	2	4	6				
Connecticut	1	2	2	4				
New York	7	381		381	3	9	2	11
New Jersey								
Pennsylvania	10	611	139	750	5	15	12	27
South Atlantic Division:								
Delaware								
Maryland	3	41	1	42				
District of Columbia	1	66	68	134				
Virginia	2	43	11	54	1	6	2	8
West Virginia	3	44	20	64	1	10	10	20
North Carolina	5	108	19	127	1		3	3
South Carolina					1		21	21
Georgia	2	52	12	64	2	19	10	29
Florida	4	121	42	163	1	4	4	8
South Central Division:								
Kentucky	2	330	76	406	2	106	40	146
Tennessee	10	446	137	583	4	39	19	58
Alabama	2	86		86	1	3	5	8
Mississippi					1	1		1
Louisiana	4	291	6	297				
Texas	5	387	171	558	1	26	6	32
Arkansas	3	29	20	49	1	12	3	15
Oklahoma	1	24	8	32	1	1	2	3
Indian Territory								
North Central Division:								
Ohio	14	484	311	795	5	132	72	204
Indiana	7	230	47	277	3	96	63	159
Illinois	12	521	136	657	4	38	25	63
Michigan	1	71	20	91	1	18	15	33
Wisconsin	3	87	58	145	1	2		2
Minnesota	4	234	24	258				
Iowa	10	328	91	419	8	54	14	68
Missouri	11	338	50	388	1	28	15	43
North Dakota	2	55	25	80				
South Dakota	5	179	78	257				
Nebraska	6	107	45	152	1	47	22	69
Kansas	10	627	215	842				
Western Division:								
Montana	1	39	24	63				
Wyoming	1	23	11	34				
Colorado	1	54	36	90	1	16	18	34
New Mexico	2	20	17	37				
Arizona	1	5	8	13				
Utah	2	164	54	218				
Nevada	1	23	31	54				
Idaho								
Washington	2	101	6	107				
Oregon	6	116	59	175				
California	7	200	39	239				

TABLE 3.—Students in commercial and business courses in private high schools and academies and in public high schools in 1901-2.

State or Territory.	Private high schools and academies.				Public high schools.			
	Schools.	Students.			Schools.	Students.		
		Male.	Female.	Total.		Male.	Female.	Total.
United States	956	10,094	6,290	16,384	3,213	35,762	41,032	76,794
North Atlantic Division	332	3,143	2,113	5,256	1,042	14,860	17,212	32,072
South Atlantic Division	138	1,321	869	2,190	145	1,382	1,922	3,304
South Central Division	164	2,039	937	2,976	214	1,603	1,726	3,329
North Central Division	221	2,557	1,716	4,273	1,646	16,296	13,371	34,667
Western Division	81	1,034	655	1,689	166	1,621	1,801	3,422
North Atlantic Division:								
Maine	27	193	164	357	94	603	690	1,293
New Hampshire	20	236	105	341	30	202	218	420
Vermont	15	135	126	261	45	336	320	656
Massachusetts	40	175	419	594	178	3,842	4,878	8,720
Rhode Island	7	173	69	242	18	333	349	682
Connecticut	25	183	172	355	44	443	580	1,023
New York	105	858	488	1,346	296	4,899	4,598	9,497
New Jersey	27	157	142	299	77	1,335	1,335	2,670
Pennsylvania	66	1,033	428	1,461	260	2,867	4,244	7,111
South Atlantic Division:								
Delaware					11	97	189	286
Maryland	27	292	125	417	40	401	608	1,009
District of Columbia	7	35	104	139	2	235	323	558
Virginia	34	220	99	319	16	220	272	492
West Virginia	12	214	195	409	23	134	198	332
North Carolina	47	428	155	583	7	61	82	143
South Carolina	9	54	68	122	7	44	18	62
Georgia	16	78	102	180	26	119	153	272
Florida	6		21	21	13	71	79	150
South Central Division:								
Kentucky	43	442	221	663	26	146	108	254
Tennessee	34	212	133	345	62	344	433	777
Alabama	15	129	105	234	14	127	134	261
Mississippi	14	303	59	362	11	120	303	423
Louisiana	15	286	88	374	16	304	106	410
Texas	37	522	258	780	64	390	498	888
Arkansas	1	91	41	132	12	90	50	140
Oklahoma	2	30	21	51	8	81	92	173
Indian Territory	3	24	11	35	1	1	2	3
North Central Division:								
Ohio	19	241	145	386	221	2,168	2,037	4,205
Indiana	18	153	122	275	67	911	1,005	1,916
Illinois	34	293	312	605	231	2,734	3,214	5,948
Michigan	13	184	120	304	205	2,138	2,216	4,354
Wisconsin	14	168	56	224	109	959	1,046	2,005
Minnesota	21	389	166	555	50	507	429	936
Iowa	27	438	269	707	231	2,217	2,506	4,723
Missouri	45	431	310	741	58	651	722	1,373
North Dakota					7	92	84	176
South Dakota	4	28	53	81	47	350	450	800
Nebraska	13	104	103	207	251	2,178	2,835	5,013
Kansas	13	128	60	188	169	1,391	1,827	3,218
Western Division:								
Montana	4	3	26	29	7	53	45	98
Wyoming					8	36	74	110
Colorado	6	18	53	73	25	225	258	483
New Mexico	2	50		50	3	24	11	35
Arizona	1		6	6	2	15	8	23
Utah	9	448	78	526	3	82	102	184
Nevada					10	107	127	234
Idaho			8	8	4	10	13	23
Washington	13	152	64	216	35	220	252	472
Oregon	10	94	134	228	20	133	174	307
California	35	269	284	553	49	716	737	1,453

TABLE 4.—*Instructors and students in commercial and business schools in the United States reporting in 1901-2.*

State or Territory.	Schools.	Instructors.			Students enrolled.			Students in day schools.		
		Male.	Fe-male.	Total.	Male.	Fe-male.	Total.	Male.	Fe-male.	Total.
United States	520	1,996	1,092	3,088	81,344	55,903	137,247	62,966	46,141	109,107
North Atlantic Division ..	156	612	378	990	22,312	17,754	40,066	14,964	13,662	28,626
South Atlantic Division ..	46	172	111	283	7,219	4,763	11,982	5,572	3,880	9,452
South Central Division ..	47	215	80	295	10,258	5,217	15,475	8,991	4,782	13,773
North Central Division ..	221	819	399	1,218	33,983	22,691	56,674	27,414	19,502	46,916
Western Division	50	178	124	302	7,572	5,478	13,050	6,025	4,315	10,340
North Atlantic Division:										
Maine.....	8	25	18	43	987	834	1,821	913	798	1,706
New Hampshire.....	6	12	5	17	233	192	425	147	138	285
Vermont.....	3	5	5	10	173	154	327	129	106	235
Massachusetts.....	21	79	68	147	2,709	2,636	5,345	1,915	2,101	4,016
Rhode Island.....	1	7	2	9	143	167	310	143	167	310
Connecticut.....	18	42	42	84	1,752	1,399	3,151	1,224	1,066	2,290
New York.....	37	181	113	294	7,233	5,414	12,647	5,042	3,986	9,028
New Jersey.....	13	58	31	89	2,050	1,559	3,609	1,187	1,030	2,217
Pennsylvania.....	49	203	94	297	7,032	5,399	12,431	4,264	4,275	8,539
South Atlantic Division:										
Delaware.....	2	17	5	22	543	308	851	323	175	498
Maryland.....	7	33	15	48	1,571	1,221	2,792	884	740	1,624
District of Columbia.....	3	11	24	35	757	834	1,591	607	733	1,340
Virginia.....	7	33	17	50	979	564	1,543	821	531	1,352
West Virginia.....	5	20	8	28	511	349	860	433	318	751
North Carolina.....	4	8	6	14	459	265	724	326	194	520
South Carolina.....	5	12	9	21	176	202	378	132	194	326
Georgia.....	10	33	20	53	1,924	924	2,848	1,840	913	2,753
Florida.....	3	5	7	12	299	96	395	206	82	288
South Central Division:										
Kentucky.....	5	27	10	37	1,273	905	2,178	1,184	868	2,052
Tennessee.....	8	27	19	46	1,705	1,196	2,901	1,380	1,127	2,457
Alabama.....	5	15	9	24	611	391	1,002	542	364	906
Mississippi.....	5	38	5	43	1,022	503	1,525	1,016	508	1,519
Louisiana.....	4	12	8	20	722	159	881	492	133	625
Texas.....	14	76	17	93	4,285	1,513	5,798	3,910	1,374	5,284
Arkansas.....	4	13	8	21	498	326	819	403	251	654
Oklahoma.....	2	7	9	11	147	224	371	114	162	276
Indian Territory.....										
North Central Division:										
Ohio.....	42	117	64	181	4,059	3,527	7,586	3,029	3,092	6,121
Indiana.....	19	85	46	131	4,795	3,396	8,191	3,752	2,896	6,648
Illinois.....	32	142	70	212	6,682	4,061	10,743	5,034	3,279	8,313
Michigan.....	19	54	26	80	1,778	1,384	3,162	1,318	1,034	2,352
Wisconsin.....	21	77	32	109	3,047	1,837	4,884	2,345	1,607	3,952
Minnesota.....	22	74	27	101	2,925	1,774	4,699	2,362	1,536	3,898
Iowa.....	18	56	49	105	3,045	1,881	4,926	2,826	1,761	4,587
Missouri.....	21	126	35	161	4,214	2,826	7,040	3,575	2,435	6,010
North Dakota.....	1	4	1	5	105	65	170	90	60	150
South Dakota.....	3	7	7	14	271	114	385	252	106	358
Nebraska.....	11	33	19	52	1,916	1,048	2,964	1,816	998	2,809
Kansas.....	12	44	23	67	1,146	778	1,924	1,015	703	1,718
Western Division:										
Montana.....	3	15	9	24	492	437	929	300	290	590
Wyoming.....	1	1	1	2	44	28	72	23	27	50
Colorado.....	6	20	17	37	1,155	848	2,003	827	541	1,368
New Mexico.....										
Arizona.....	1	2	1	3	46	36	82	31	27	58
Utah.....	3	9	5	14	459	207	666	329	127	456
Nevada.....										
Idaho.....	3	7	3	10	140	115	255	125	106	231
Washington.....	7	29	12	41	1,305	884	2,189	1,052	741	1,793
Oregon.....	4	14	11	25	585	378	963	580	356	936
California.....	22	81	65	146	3,346	2,545	5,891	2,758	2,100	4,858

TABLE 5.—*Graduates in commercial and business schools and students in evening courses reporting in 1901-2.*

State or Territory	Students in evening schools not in any day school.			Graduates in commercial course.			Graduates in amanuensis course.			Aggregate daily attendance.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Day.	Evening.	Total.
United States	17,980	9,612	27,597	12,103	5,181	17,284	6,696	12,353	19,049	43,061	12,101	55,162
North Atlantic Division...	7,229	4,212	11,441	2,762	1,348	4,110	1,666	4,057	5,758	10,783	4,772	15,555
North Atlantic Division...	1,680	850	2,530	992	262	1,254	887	1,260	2,147	3,174	772	3,946
South Atlantic Division...	1,262	440	1,702	2,710	956	3,666	1,174	1,288	2,462	6,028	1,239	7,267
North Central Division...	6,271	2,947	9,218	4,569	1,876	6,445	2,488	4,850	7,338	18,442	4,247	22,689
Western Division	1,543	1,163	2,706	1,070	739	1,809	451	898	1,349	4,634	1,071	5,705
North Atlantic Division:												
Maine	78	37	115	118	84	202	21	106	127	296	50	346
New Hampshire	86	55	141	43	17	60	3	36	39	166	65	231
Vermont	48	44	92	21	7	28	4	25	29	130	45	175
Massachusetts	824	505	1,329	249	161	410	169	370	479	1,327	521	1,848
Rhode Island .....	..	..	..	25	32	57	7	62	69	150	..	150
Connecticut	509	352	861	130	89	219	140	307	447	801	288	1,089
New York	2,058	1,561	3,619	967	377	1,344	568	1,554	2,122	3,730	1,405	5,135
New Jersey	872	520	1,392	269	42	311	146	447	593	1,056	737	1,793
Pennsylvania	2,754	1,138	3,892	940	539	1,479	698	1,150	1,848	3,097	1,661	4,758
South Atlantic Division:												
Delaware	253	120	353	65	7	72	28	73	101	90	100	190
Maryland	720	448	1,168	271	80	351	248	558	606	668	402	1,070
District of Columbia ..	150	101	251	37	14	51	254	306	566	573	..	573
Virginia	162	29	191	151	16	167	85	145	230	368	65	433
West Virginia	78	31	109	160	40	200	79	138	217	366	73	439
North Carolina	128	76	204	104	65	169	55	79	134	124	43	167
South Carolina	44	8	52	63	17	80	40	102	142	30	21	51
Georgia	78	17	95	108	21	129	61	49	110	917	50	967
Florida	87	20	107	33	2	35	37	10	47	38	18	56
South Central Division:												
Kentucky	89	37	126	503	141	644	121	259	380	1,212	25	1,237
Tennessee	350	94	444	647	517	1,164	537	516	1,047	1,156	520	1,716
Alabama	69	27	96	41	9	50	20	27	47	369	32	401
Mississippi	6	..	6	34	..	34	..	..	..	590	9	599
Louisiana	230	26	256	72	5	77	27	39	66	421	143	564
Texas	375	139	514	1,326	253	1,579	419	342	761	1,792	314	2,106
Arkansas	90	75	165	53	11	64	28	19	47	268	125	393
Oklahoma	53	42	95	34	20	54	22	42	114	180	71	251
Indian Territory												
North Central Division:												
Ohio	957	508	1,465	731	411	1,142	451	861	1,312	2,758	816	3,569
Indiana	1,044	499	1,543	675	364	1,039	387	472	859	3,565	576	4,141
Illinois	1,623	667	2,290	889	317	1,206	261	898	1,159	3,758	870	4,628
Michigan	202	208	410	188	112	300	107	143	250	1,285	339	1,624
Wisconsin	700	232	932	279	59	338	173	241	414	1,063	340	1,403
Minnesota	564	237	801	440	160	600	290	595	885	1,242	290	1,532
Iowa	242	97	339	307	112	419	189	292	481	1,478	254	1,732
Missouri	674	356	1,030	655	196	851	409	874	1,283	1,577	564	2,141
North Dakota	15	5	20	4	3	7	3	5	8	75	8	83
South Dakota	19	8	27	33	15	48	15	20	35	30	..	30
Nebraska	100	55	155	217	74	291	114	280	394	949	70	1,019
Kansas	131	75	206	151	53	204	89	169	258	717	120	837
Western Division:												
Montana	205	147	352	26	25	51	19	30	49	487	157	644
Wyoming	21	1	22	..	..	..	..	..	..	..	..	..
Colorado	328	307	635	44	24	68	32	60	92	210	95	305
New Mexico												
Arizona	15	9	24	..	1	1	..	1	1	39	11	50
Utah	130	80	210	58	15	68	27	45	72	240	110	350
Nevada												
Idaho	15	9	24	3	2	5	1	4	5	76	10	86
Washington	253	143	396	91	69	160	70	79	149	732	258	990
Oregon	5	22	27	233	80	313	55	131	186	461	8	472
California	571	445	1,016	620	523	1,143	247	548	795	2,386	422	2,808

TABLE 6.—Students in certain courses of study in commercial and business schools reporting in 1901-2.

State or Territory.	Commercial course.			Amanuensis course.			English course.			Telegraphy.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
United States	51,502	21,451	72,953	24,200	34,534	58,734	17,468	12,618	30,086	3,237	990	4,227
North Atlantic Division ..	13,894	6,695	20,589	6,350	11,624	17,974	5,061	3,252	8,413	326	72	398
South Atlantic Division ..	4,246	1,657	5,903	2,814	3,342	6,156	1,381	1,023	2,404	275	40	315
South Central Division ..	7,187	2,219	9,406	2,526	2,928	5,454	3,121	2,010	5,131	299	43	342
North Central Division ..	21,153	8,140	29,293	10,493	13,603	24,096	6,922	5,521	12,443	2,232	798	3,030
Western Division	5,022	2,740	7,762	2,017	3,037	5,054	983	712	1,695	105	37	142
North Atlantic Division:												
Maine	829	404	1,233	123	402	525	2	3	5			
New Hampshire	206	101	307	39	111	150	103	72	175			
Vermont	125	55	180	42	75	117	12	13	25	4	1	5
Massachusetts	2,042	1,802	3,844	461	1,424	1,885	776	589	1,365	4	4	8
Rhode Island	129	71	200	18	104	122	143	167	310			
Connecticut	1,115	532	1,647	479	1,092	1,571	77	89	166	51	16	67
New York	3,843	1,463	5,306	1,801	3,784	5,585	900	401	1,301	233	45	278
New Jersey	1,268	487	1,755	521	1,229	1,750	273	145	418	25	6	31
Pennsylvania	4,337	2,280	6,617	2,866	3,403	6,269	2,775	1,873	4,648	9		9
South Atlantic Division:												
Delaware	208	65	273	80	145	225	5	3	8			
Maryland	1,048	246	1,290	645	867	1,512	55	29	84	5		5
District of Columbia ..	535	605	1,140	561	738	1,299	375	493	868			
Virginia	553	140	693	325	403	728	322	97	419	23		23
West Virginia	337	72	409	209	306	515	94	55	149	18		18
North Carolina	312	97	409	184	172	356	111	82	193	23	8	31
South Carolina	152	98	250	120	173	293	19	5	24			
Georgia	890	306	1,196	539	456	995	396	259	655	203	31	234
Florida	209	32	241	151	82	233	4		4	3	1	4
South Central Division:												
Kentucky	786	204	990	166	346	512	146	749	895	109	15	124
Tennessee	1,332	885	2,217	773	774	1,547	846	773	1,619	82	11	93
Alabama	316	65	381	136	166	302	323	182	505	6	2	9
Mississippi	694	134	828	258	469	727	608	8	608	15		15
Louisiana	336	26	412	116	129	245	253	8	261			
Texas	3,123	578	3,701	986	837	1,823	829	200	1,029	75	14	89
Arkansas	453	278	731	41	32	73	96	73	169	12		12
Oklahoma	97	49	146	50	175	225	20	25	45			
Indian Territory												
North Central Division:												
Ohio	2,753	816	3,569	2,463	1,244	3,707	1,484	2,155	3,639	865	680	1,545
Indiana	3,255	2,128	5,383	2,359	2,487	4,846	2,098	1,820	3,918	313	4	317
Illinois	4,064	1,437	5,501	1,224	2,513	3,737	936	349	1,285	47	6	53
Michigan	1,308	610	1,918	423	717	1,140	185	51	236	37	18	55
Wisconsin	1,660	578	2,238	679	1,043	1,722	248	88	336	405	4	409
Minnesota	1,995	676	2,671	566	1,164	1,730	172	47	219	48	7	55
Iowa	1,649	520	2,169	544	999	1,543	350	273	623	123	8	131
Missouri	2,286	761	3,047	1,421	2,231	3,652	1,111	472	1,583	202	66	268
North Dakota	60	20	80	10	30	40	10	30	40			
South Dakota	172	33	205	48	58	106	57	33	90			
Nebraska	1,315	276	1,591	451	640	1,091	123	164	287	59	3	62
Kansas	636	285	921	305	477	782	128	59	187	133	2	135
Western Division:												
Montana	244	229	473	89	152	241	204	167	371	17	8	25
Wyoming	12	6	18	32	21	53						
Colorado	664	370	1,034	410	538	948	106	57	163			
New Mexico												
Arizona	21	7	28	10	20	30	15	9	24			
Utah	246	56	320	132	114	246	56	47	103			
Nevada												
Idaho	107	57	164	27	73	100	47	30	77			
Washington	816	455	1,271	340	483	823	248	122	370	23	8	31
Oregon	486	172	658	147	287	434	174	118	292	13	2	15
California	2,408	1,388	3,796	830	1,349	2,179	133	162	295	52	19	71

TABLE 7.—Public high schools reporting regular business courses and those having students in bookkeeping in 1901-2.

State or Territory.	Business course.				Bookkeeping.			
	Schools.	Students.			Schools.	Students.		
		Male.	Female.	Total.		Male.	Female.	Total.
United States	630	13,896	16,415	30,311	3,233	35,762	41,032	76,794
North Atlantic Division.....	233	6,667	9,526	16,193	1,042	14,860	17,212	32,072
South Atlantic Division.....	58	798	888	1,686	145	1,382	1,922	3,304
South Central Division.....	82	722	511	1,233	214	1,603	1,726	3,329
North Central Division.....	199	4,723	4,500	9,223	1,676	16,296	18,371	34,667
Western Division	58	986	990	1,976	156	1,621	1,801	3,422
North Atlantic Division:								
Maine.....	12	144	141	285	94	603	690	1,293
New Hampshire.....	2	16	17	33	30	202	218	420
Vermont.....	6	90	69	159	45	336	320	656
Massachusetts.....	59	1,730	2,919	4,649	178	3,842	4,878	8,720
Rhode Island.....	9	179	351	530	18	333	349	682
Connecticut.....	13	307	428	735	44	443	580	1,023
New York.....	51	2,312	2,031	4,343	296	4,899	4,598	9,497
New Jersey.....	29	786	702	1,488	77	1,335	1,335	2,670
Pennsylvania.....	52	1,103	2,868	3,971	260	2,867	4,244	7,111
South Atlantic Division:								
Delaware.....					11	97	189	286
Maryland.....	5	142	152	294	40	401	608	1,009
District of Columbia.....	2	328	453	781	2	235	323	558
Virginia.....	10	108	100	208	16	220	272	492
West Virginia.....	1	6	7	13	23	134	198	332
North Carolina.....	4	33	51	84	7	61	82	143
South Carolina.....	9	42	6	48	7	44	18	62
Georgia.....	18	100	73	173	26	119	153	272
Florida.....	9	39	46	85	13	71	79	150
South Central Division:								
Kentucky.....	10	77	51	128	26	146	108	254
Tennessee.....	12	43	44	87	62	344	433	777
Alabama.....	13	110	47	157	14	127	134	261
Mississippi.....	8	30	24	54	11	120	303	423
Louisiana.....	7	217	179	396	16	304	106	410
Texas.....	21	137	101	238	64	390	498	888
Arkansas.....	9	83	57	140	12	90	50	140
Oklahoma.....	2	25	8	33	8	81	92	173
Indian Territory.....					1	1	2	3
North Central Division:								
Ohio.....	36	1,636	670	1,706	221	2,168	2,037	4,205
Indiana.....	12	383	257	640	67	911	1,005	1,916
Illinois.....	25	533	612	1,145	231	2,734	3,214	5,948
Michigan.....	37	692	720	1,412	205	2,138	2,216	4,354
Wisconsin.....	18	419	496	915	109	959	1,046	2,005
Minnesota.....	6	115	57	172	50	507	429	936
Iowa.....	20	402	389	791	231	2,217	2,506	4,723
Missouri.....	20	671	841	1,512	58	651	722	1,373
North Dakota.....	1	13	1	14	7	92	84	176
South Dakota.....	2	15	12	27	47	350	450	800
Nebraska.....	9	246	222	468	251	2,178	2,835	5,013
Kansas.....	13	198	223	421	169	1,391	1,827	3,218
Western Division:								
Montana.....	4	82	66	148	7	53	45	98
Wyoming.....	3	3	1	4	8	36	74	110
Colorado.....	3	19	40	59	25	225	258	483
New Mexico.....	2	2	4	6	3	24	11	35
Arizona.....	2	15	8	23	2	15	8	23
Utah.....	2	125	125	250	3	82	102	184
Nevada.....	2	22	16	38	10	107	127	234
Idaho.....	1	.....	1	1	4	10	13	23
Washington.....	11	104	101	205	35	220	252	472
Oregon.....	4	15	23	38	20	133	174	307
California.....	24	599	605	1,204	49	716	737	1,453

TABLE 8.—Public high schools reporting students in commercial geography and commercial law in 1901-2.

State or Territory.	Commercial geography.				Commercial law.			
	Schools.	Students.			Schools.	Students.		
		Male.	Female.	Total.		Male.	Female.	Total.
United States	666	7,575	9,761	17,336	554	5,611	6,088	11,699
North Atlantic Division	242	3,113	4,603	7,716	226	2,357	3,149	5,506
South Atlantic Division	23	351	503	854	18	219	299	513
South Central Division	51	669	639	1,358	37	327	188	515
North Central Division	316	3,044	3,535	6,579	235	2,347	2,152	4,499
Western Division	34	398	431	829	38	361	300	661
North Atlantic Division:								
Maine	13	109	136	245	25	166	147	313
New Hampshire	1	1	7	8	3	17	28	45
Vermont	4	49	50	99	6	50	42	92
Massachusetts	52	829	822	1,651	64	749	726	1,475
Rhode Island	9	67	139	206	9	66	116	182
Connecticut	6	91	145	236	9	83	138	224
New York	64	647	953	1,600	35	305	180	485
New Jersey	17	428	326	754	26	333	307	730
Pennsylvania	76	892	2,025	2,949	49	589	1,375	1,960
South Atlantic Division:								
Delaware					1	5	8	13
Maryland	3	106	104	210	4	26	54	80
District of Columbia	2	116	149	265	2	116	149	265
Virginia					3	13	31	44
West Virginia					1	6	6	12
North Carolina	3	35	62	97	1	8	10	18
South Carolina	2	16	34	50				
Georgia	3	11	59	70	3	13	5	23
Florida	5	67	95	162	3	27	36	63
South Central Division:								
Kentucky	7	75	94	169	7	51	54	105
Tennessee	7	51	58	109	5	21	14	35
Alabama	1	14	20	34	5	35	48	83
Mississippi	3	22	26	48	5	12	6	18
Louisiana	6	147	106	253	3	144	31	175
Texas	21	291	304	595	10	41	24	65
Arkansas	5	59	70	129	2	23	11	34
Oklahoma	1	10	11	21				
Indian Territory								
North Central Division:								
Ohio	83	810	811	1,621	31	353	303	656
Indiana	15	181	201	382	19	298	312	610
Illinois	37	325	395	720	40	395	407	802
Michigan	38	344	393	737	37	258	229	487
Wisconsin	13	139	154	293	5	26	18	44
Minnesota	11	152	110	262	6	111	52	163
Iowa	36	434	540	974	46	426	379	805
Missouri	14	124	158	282	14	187	134	321
North Dakota	4	15	27	42	5	16	24	40
South Dakota	13	64	123	187	1	9	7	16
Nebraska	29	220	303	523	7	81	71	152
Kansas	23	236	320	556	24	187	216	403
Western Division:								
Montana	2	26	17	43	2	11	4	15
Wyoming	2	8	8	16	1	2	1	3
Colorado	3	45	58	103	1	2	1	3
New Mexico	1	7		7	1	18		18
Arizona								
Utah	2	62	83	145	1	30	20	50
Nevada	1	10	4	14				
Idaho								
Washington	5	13	31	44	3	37	31	68
Oregon	1	5	6	11	4	13	14	27
California	17	222	224	446	24	248	229	477

TABLE 9.—Academics, seminaries, and private high schools reporting regular business courses and those having students in bookkeeping in 1901-2.

State or Territory.	Business course.				Bookkeeping.			
	Schools.	Students.			Schools.	Students.		
		Male.	Female.	Total.		Male.	Female.	Total.
United States	479	7,364	3,389	10,753	956	10,094	6,290	16,384
North Atlantic Division.....	133	2,263	1,039	3,302	332	3,143	2,113	5,256
South Atlantic Division.....	80	837	324	1,161	158	1,321	869	2,190
South Central Division.....	98	1,402	471	1,873	164	2,039	937	2,976
North Central Division.....	129	1,830	1,112	2,942	221	2,557	1,716	4,273
Western Division	39	1,032	443	1,475	81	1,034	655	1,689
North Atlantic Division:								
Maine.....	7	71	32	103	27	193	164	357
New Hampshire.....	4	193	17	210	20	236	105	341
Vermont.....	8	60	64	124	15	135	126	261
Massachusetts.....	10	70	56	126	40	175	419	594
Rhode Island.....	4	287	39	326	7	173	69	242
Connecticut.....	12	136	66	202	25	183	172	355
New York.....	48	587	208	795	105	858	488	1,346
New Jersey.....	16	114	114	228	27	157	142	299
Pennsylvania.....	24	745	451	1,196	66	1,033	428	1,461
South Atlantic Division:								
Delaware.....								
Maryland.....	11	63	29	92	27	292	125	417
District of Columbia.....	6	5	29	34	7	35	104	139
Virginia.....	20	250	61	311	34	220	99	319
West Virginia.....	1	30	36	66	12	214	195	409
North Carolina.....	32	366	104	470	47	428	153	583
South Carolina.....	4	72	40	112	9	54	68	122
Georgia.....	6	51	25	76	16	78	102	180
Florida.....					6		21	21
South Central Division:								
Kentucky.....	28	334	120	454	43	442	221	663
Tennessee.....	15	126	54	180	34	212	133	345
Alabama.....	10	88	34	122	15	129	105	234
Mississippi.....	8	203	47	250	14	303	59	362
Louisiana.....	8	204	37	241	15	286	88	374
Texas.....	26	302	158	520	37	522	258	780
Arkansas.....	1	65	10	75	1	91	41	132
Oklahoma.....					2	30	21	51
Indian Territory.....	2	20	11	31	3	24	11	35
North Central Division:								
Ohio.....	7	123	95	218	19	241	145	386
Indiana.....	11	156	66	222	18	133	122	255
Illinois.....	19	227	181	408	34	293	312	605
Michigan.....	6	57	66	123	13	134	120	304
Wisconsin.....	9	75	45	120	14	168	56	224
Minnesota.....	13	238	81	319	21	389	166	555
Iowa.....	18	429	343	772	27	438	269	707
Missouri.....	26	269	157	426	45	431	310	741
North Dakota.....								
South Dakota.....	1	3	17	20	4	28	53	81
Nebraska.....	10	82	30	112	13	104	103	207
Kansas.....	9	171	31	202	13	128	60	188
Western Division:								
Montana.....	3	9	16	25	4	3	26	29
Wyoming.....								
Colorado.....	1	13	14	27	6	5	55	73
New Mexico.....	1	50		50	2	50		50
Arizona.....	1	2	3	5	1			6
Utah.....	8	704	256	960	9	448	78	526
Nevada.....								
Idaho.....	1		9	9	1		8	8
Washington.....	6	81	22	103	13	152	64	216
Oregon.....	6	52	28	80	10	94	134	228
California.....	12	121	95	216	35	269	284	553

TABLE 10.—Academies, seminaries, and private high schools reporting regular business courses and those having students in commercial geography and commercial law in 1901-2.

State or Territory.	Commercial geography.				Commercial law.				
	Schools.	Students.			Schools.	Students.			
		Male.	Female.	Total.		Male.	Female.	Total.	
United States	299	3,771	3,606	7,377	346	4,105	1,560	5,665	
North Atlantic Division	126	1,473	1,116	2,589	112	1,402	599	2,001	
South Atlantic Division	44	685	734	1,419	44	467	78	545	
South Central Division	44	783	649	1,432	61	741	261	1,002	
North Central Division	59	507	802	1,309	96	1,131	475	1,606	
Western Division	26	323	305	628	33	364	147	511	
North Atlantic Division:									
Maine	4	16	14	30	10	60	69	129	
New Hampshire	4	47	26	73	4	93	18	111	
Vermont	5	41	24	65	7	59	26	85	
Massachusetts	12	71	67	138	8	46	25	71	
Rhode Island	4	80	98	178	4	112	36	148	
Connecticut	9	100	76	176	8	49	49	98	
New York	46	467	327	794	39	369	168	537	
New Jersey	12	77	69	146	14	60	51	111	
Pennsylvania	30	574	415	989	18	554	157	711	
South Atlantic Division:									
Delaware	15	158	71	224	10	74	20	94	
Maryland	2	26	2	28	1	1	1	1	
District of Columbia	10	166	109	275	8	64	64	64	
Virginia	1	25	10	35	1	25	25	25	
West Virginia	4	83	30	113	20	278	51	329	
North Carolina	3	42	33	75	1	22	2	24	
South Carolina	6	125	210	335	2	4	4	4	
Georgia	3	65	269	334	1	1	4	4	
Florida	South Central Division:								
Kentucky	11	240	98	338	14	117	29	146	
Tennessee	3	20	15	35	9	73	28	101	
Alabama	2	15	25	40	6	62	47	109	
Mississippi	5	203	34	237	6	130	42	172	
Louisiana	5	12	457	169	5	69	18	87	
Texas	12	165	239	404	13	243	77	320	
Arkansas	4	112	63	175	4	29	15	44	
Oklahoma	2	16	18	34	2	14	2	16	
Indian Territory	North Central Division:								
Ohio	3	2	43	45	3	38	3	41	
Indiana	8	41	214	255	8	91	27	118	
Illinois	11	56	167	223	17	162	139	301	
Michigan	4	25	53	78	8	85	74	159	
Wisconsin	4	85	12	97	7	87	20	107	
Minnesota	5	75	72	147	11	175	45	220	
Iowa	7	84	58	142	15	242	53	295	
Missouri	14	136	158	294	16	134	49	183	
North Dakota	South Dakota:								
South Dakota	1	3	1	3	1	3	6	9	
Nebraska	2	3	17	20	5	74	24	98	
Kansas	1	1	8	8	5	40	35	75	
Western Division:									
Montana	1	1	40	40	1	1	2	2	
Wyoming	Colorado:								
Colorado	3	15	43	58	1	13	14	27	
New Mexico	2	29	1	29	1	14	14	14	
Arizona	Utah:								
Utah	3	27	7	34	6	125	6	131	
Nevada	Idaho:								
Idaho	Washington:								
Washington	1	30	1	30	7	75	15	90	
Oregon	3	64	59	123	5	39	15	54	
California	13	158	156	314	12	98	95	193	

TABLE 11.—Statistics of commercial and business

	Post-office.	Name.	Executive officer.	In-struct-ors.		Actual num-ber of stu-dents en-rolled.		
				Male.	Female.	Male.	Female.	Total.
	1	2	3	4	5	6	7	8
ALABAMA.								
1	Birmingham	Birmingham Business Col- lege.*	Willard J. Wheeler...	3	1	107	67	174
2	.....do	The Massey Business College	Wm. N. Smith	3	1	202	115	317
3	.....do	Southern Business University	C. M. Williams	1	1	57	63	120
4	Montgomery	Massey Business College*...	R. W. Massey	3	1	115	96	151
5	Thorsby	Thorsby School and Busi- ness College.	R. A. Rasco	5	5	130	110	240
ARIZONA.								
6	Phoenix	Lamson Business College....	E. M. Lamson	2	1	46	36	82
ARKANSAS.								
7	Fort Smith	Fort Smith Commercial Col- lege.*	Geo. M. Neale	3	1	96	73	169
8	Little Rock	Draughon's Practical Busi- ness College.	J. F. Draughon	2	1	150	125	275
9	.....do	The Institute Levi Keys*...	Levi Keys	6	6	200	100	300
10	Pine Bluff	James's Practical Business College.	J. W. James	2	0	47	28	75
CALIFORNIA.								
11	Eureka	Eureka Business College	C. J. Craddock	2	2	28	19	47
12	Fresno	Fresno Business College....	J. N. Sprouse	2	2	67	65	132
13	Grass Valley	Grass Valley Business Col- lege.	E. H. Armstrong	2	1	70	30	100
14	Los Angeles	Woodbury Business College.	N. G. Felker	3	5	210	106	316
15	Napa	Napa Business College	H. L. Gunn	1	2	59	45	104
16	Oakland	Oakland Shorthand Institute	Mrs. Jeannette	2	10	45	55	100
17	.....do	Polytechnic Business Col- lege.*	W. E. Gibson	8	7	220	284	504
18	Riverside	Riverside Business College..	L. W. Zinn	3	1	79	43	122
19	San Diego	San Diego Commercial Col- lege.	F. W. Kelsey	2	.....	82	45	127
20	San Francisco	Ayer's Business College	J. L. Williams	2	3	203	248	451
21	.....do	California Business College.	R. L. Durham	6	6	171	353	524
22	.....do	Gothie's Stenographic Insti- tute.	Wina A. Gothie .....	.....	1	3	7	10
23	.....do	Heald's Business College....	E. P. Heald	18	11	619	331	950
24	.....do	Munson School of Shorthand	E. M. Carpenter .....	.....	2	7	24	31
25	.....do	San Francisco Business Col- lege.	C. E. Howard	4	4	473	321	794
26	San Jose	Pacific Coast Business College	H. E. Cox	5	3	250	100	350
27	.....do	San Jose Business College...	C. E. Howard	4	2	102	76	178
28	Santa Ana	Orange County Business Col- lege.	H. O. Sisson	1	2	60	40	100
29	Santa Barbara	Santa Barbara Business Col- lege.	E. B. Hoover	2	0	28	14	42
30	Santa Cruz	Chesnutwood's Business College.	J. H. Janson	3	5	80	42	122
31	Santa Rosa	Santa Rosa Business College.	J. S. Sweet	3	2	75	50	125
32	Stockton	Stockton Business College...	W. C. Ramsey	10	2	450	257	707
COLORADO.								
33	Colorado Springs.	Henager's Business College..	J. C. Henager	4	4	276	251	527
34	Denver	Central Business College....	L. A. Arnold	6	4	320	260	580
35	.....do	Modern School of Business..	A. M. Kearns	5	1	243	181	424
36	.....do	Wallace Business College....	R. J. Wallace	2	3	194	57	251
37	Pueblo	Pueblo Business College....	C. H. Donaldson	1	2	70	39	109
38	Trinidad	The Trinidad Business Col- lege and Shorthand Insti- tute.	W. E. Anderson	2	3	52	60	112
CONNECTICUT.								
39	Bridgeport	Union Business College*....	Fred Enos	3	3	140	160	300
40	Danbury	Stillman Business College....	William J. Stillman ..	1	.....	71	29	100

* Statistics of 1900-1901.

TABLE 11.—Statistics of commercial and business

Post-office.	Name.	Executive officer.	In-struct-ors.		Actual num-ber of stu-dents en-rolled.		
			Male.	Female.	Male.	Female.	Total.
1	2	3	4	5	6	7	8
CONNECTICUT— continued.							
41 Derby	The Pope Business College..	F. J. Pope	1	1	16	33	49
42 Hartford	Huntsinger's Business Col- lege.	E. M. Huntsinger	4	4	355	213	568
43 ..do	Morse Business College.....	Edward H. Morse	8	2	378	234	612
44 ..do	Olmstead's Commercial Col- lege.	E. M. Olmstead.....	1	2	25	50	75
45 Meriden	Pequod Business College....	Albert A. May.....	2	3	95	55	150
46 Middletown	Connecticut Business College	E. J. Wilcox.....	3	2	45	50	95
47 New Haven	Gaffey's Shorthand School..	John F. Gaffey	1	3	50	117	167
48 ..do	The Childs Business College*	Sidney P. Butler	3	2	56	56	112
49 ..do	Yale Business College.....	Nathan B. Stone	3	3	76	26	102
50 Norwich.....	Norwich Business College*..	W. E. Canfield.....	2	2	107	63	170
51 Putnam	Putnam Business College....	E. F. Keller	1	...	20	13	33
52 South Norwalk.....	Brown Business College.....	G. E. Sartain	4	5	103	76	179
53 Stamford	Merrill College	Mrs. M. A. Merrill.....	2	4	49	60	109
54 Waterbury	Monroe's Business College and School of Shorthand, Typewriting, and Teleg- raphy.	W. J. Monroe.....	1	3	103	80	183
55 ..do	Waterbury Business College.	H. C. Post	1	2	40	70	110
56 Willimantic	Willimantic Business College	R. L. Vickerson	1	1	23	14	37
DELAWARE.							
57 Wilmington.....	Goldey College	H. S. Goldey.....	12	2	343	175	518
58 ..do	Wilmington Business School.	W. H. Beacom and F. F. Dutton.	5	3	200	133	333
DISTRICT COLUMBIA.							
59 Washington.....	Tanner's Business College...	H. C. Tanner.....	1	3	228	246	474
60 ..do	Washington Business High School.	Allen Davis	7	17	282	421	703
61 ..do	Wood's Commercial College.	Court F. Wood	3	4	247	167	414
FLORIDA.							
62 Fernandina	King's Business College.....	J. H. King.....	1	2	82	17	99
63 Jacksonville	The Massey Business College.	E. S. Hewen.....	2	1	92	38	130
64 Tampa	Tampa Business College.....	L. M. Hatton	2	4	125	41	166
GEORGIA.							
65 Atlanta	Draughon's Business College*	J. T. Brantley	2	1	60	40	100
66 ..do	Southern Shorthand and Business University.	A. C. Briscoe	5	2	323	143	466
67 Augusta	Osborne's Business College..	S. L. Osborne.....	3	0	175	25	200
68 ..do	St. Patrick's Commercial Institute.*	Brother Theodorus...	4	...	130	...	130
69 Columbus	The Massey Business College.	Richard W. Massey...	3	2	312	109	421
70 Macon	The Georgia-Alabama Busi- ness College.	E. L. Martin	3	8	340	236	576
71 Rome	North Georgia Business Col- lege.*	Moss & Hamrick	3	...	65	35	100
72 Savannah	Richmond Business College.	C. S. Richmond.....	3	1	139	107	246
73 Senoia	Georgia Telegraph and Rail- road Business College.	Eugene Row	3	...	160	4	164
74 Statesboro.....	Statesboro Institute and Business College.	J. H. O'Quinn.....	4	6	220	225	445
IDAHO.							
75 Boise	Boise Business and Short- hand College.	W. N. Rhoads.....	3	1	64	43	107
76 ..do	Idaho Business University...	H. C. Hoffman	1	1	34	52	86
77 Moscow	Moscow Business College....	Wm. Perkins	3	1	42	20	62

* Statistics of 1900-1901.

schools in United States in 1901-2—Continued.

Actual number of students enrolled.				Average daily attendance.		In commercial course.		In amanuensis course.		In English course.		In telegraphy.		Months necessary for graduation.		Graduates in commercial course.		Graduates in amanuensis course.	
Day school.		Evening school.																	
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Day course.	Evening course.	Male.	Female.	Male.	Female.
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
8	22	8	11	28	15	8	22	8	22	8	22			6-9	9-12	6	20	6	20
288	171	67	42			265	27	23	258							32	6	9	31
204	152	153	103			206	108	55	243					10	20				
25	50							15	35			15	8					15	35
64	50	31	5	90	50	80	48	86	58					6	10	5	16	4	17
26	38	19	17	43	18	36	19	24	38	45	50		2	6-8	12-14		3	6	10
94	78	16	39	35	15			50	117									50	117
56	56			65	15	56	56												
76	26			55	15	76	26							6					
88	46	24	17	4	30	49	17	32	28					10	10	36	15	27	26
10	9	10	4			15	5	12	10										
54	47	49	29	83	50	30	24	57	38	9	5	7	4	10	16	14	8	12	9
30	52	19	8	95		29	21	15	36	5	3			6	10	4	9	8	22
48	47	56	32	44	42	56	28	15	50	3	1	28	2	7	12	5	1	0	2
10	35	30	35	30	35	27	35	10	38					6-10	10-15	8	8	2	16
16	9	7	5	23	8	11	7	3	4			1	0	8-10	18-24		3	1	2
238	110	120	50			148	40	60	100					6-10	24	45	2	20	58
85	65	113	70	90	100	60	25	20	45	5	3			6-12	14-24	20	5	8	15
188	216	40	30			177	165	201	241									190	201
282	421			573		282	421	282	421	282	421					13	5	49	89
137	96	110	71			76	19	78	76	93	72			10	9	24	9	15	16
60	15	22	2	38	18	75	6	18	15	4	0			6	10	6	0		62
57	30	35	8			59	6	33	32					5	8	4	0		63
89	37	30	10			75	20	100	35			3	1	5	8	23	2	37	10
50	35	10	5	30	20	40	5	10	35	10	4			4-6	8-10	30	8		18
323	143					171	64	143	75			9	4						66
160	25	9	6	65	8	150	8	45	20	18	18			7	8	42	3	50	20
130				100		25				130						3	0		68
291	103	21	6	140	22	216	40	117	63					6	12	28	7	6	8
302	236	38				107	65	104	135			34	23	3	4				70
65	35			60		65	35	10	30					6		5	3	5	3
139	107			97		94	77	106	93	36	24			9					72
160	4			75								160	4	4					73
220	225			350		22	12	4	5	202	213			9					74
60	41	4	2			53	12	11	31										75
23	45	11	7	26	10	24	37	8	33	5	10			8	12	3	2	1	4
42	20			50		30	8	8	9	42	20			8					77

TABLE 11.—Statistics of commercial and business

	Post-office.	Name.	Executive officer.	In-struct-ors.		Actual number of stud-ents en-rolled.		
				Male.	Female.	Male.	Female.	Total.
	1	2	3	4	5	6	7	8
ILLINOIS.								
78	Aurora	Aurora Business College.....	A. H. Meacher	2	1	20	60	80
79	Belleville	Belleville Commercial and Shorthand College.	Jas. P. Foeller.....	2	...	92	22	114
80	Bloomington	Brown's Business College ...	G. W. Brown	4	4	143	72	215
81	Centralia	Brown's Business College ...	D. C. Brown	2	2	72	44	116
82	Champaign	Brown's Business College*..	G. W. Brown	2	1	50	30	80
83	Chicago	Bixler Illinois Business Col-lege.	Gideon Bixler	3	2	200	165	365
84	.....do	Chicago Business College.....	A. C. Gondring and F. B. Virden.	16	4	1118	646	1,759
85	.....do	Chicago School of Book-keeping.	C. Snyder.....	...	1	40	45	85
86	.....do	Commercial Shorthand School.	Leslie Warfel	1	...	40	50	90
87	.....do	De La Salle Institute.....	Brother Icaron	12	...	298	...	298
88	.....do	Kimball's Training School..	D. Kimball.....	2	1	36	50	86
89	.....do	Metropolitan Business Col-lege.	O. M. Powers.....	16	6	1066	912	1,978
90	.....do	North Chicago Business Col-lege and Shorthand Insti-tute.	C. C. Cochran.....	5	3	218	144	362
91	.....do	O'Donnell's Business College	D. J. O'Donnell.....	2	3	125	150	275
92	.....do	St. Patrick Commercial Academy.	Brother Joseph.....	12	...	343	...	343
93	Danville	Danville Business College...	J. C. Walker	3	1	95	30	125
94	Decatur	Brown's Decatur Business College.	G. W. Brown	4	3	177	109	286
95	Elgin	Elgin Business College	W. H. Callow.....	1	2	64	76	140
96	Freeport	Freeport College of Com-merce.	J. J. Nagle.....	3	1	70	30	100
97	.....do	Harlow Business College....	Cornelia Harlow .....	...	4	21	88	59
98	Galesburg	Brown's Business College ...	W. F. Cadwell.....	5	7	191	75	266
99	Jacksonville.....	Jacksonville Business Col-lege.	G. W. Brown	3	3	100	50	150
100	Kankakee	Kankakee Business College and Shorthand School.	N. L. Richmond.....	2	2	106	35	141
101	Lincoln	The Lincoln Business Col-lege.	W. R. Whetsler.....	3	...	48	34	82
102	Naperville.....	Northwestern Business Col-lege.	H. J. Kiekhoefer	1	0	30	10	40
103	Ottawa	Brown's Ottawa Business College.	W. G. Rosebery.....	2	2	75	75	150
104	Peoria	Brown's Business College ...	W. H. H. Garver	4	2	264	139	403
105	Quincy	Gem City Business College ..	D. L. Musselman.....	12	4	718	320	1,038
106	.....do	Union Business College	L. B. McKenna.....	7	3	408	378	786
107	Rockford.....	Brown's Rockford Business College.	G. W. Brown	7	4	294	127	421
108	Rock Island.....	Augustana Business College*	O. J. Penrose	2	2	95	83	178
109	.....do	Brown's Business College ...	G. W. Brown	2	2	70	62	132
INDIANA.								
110	Anderson.....	Anderson Business College*	W. H. Carrier	1	...	49	55	104
111	Elkhart	Elkhart Institute.....	Wellington K. Jacobs.	5	1	48	22	70
112	Crawfordsville ..	Crawfordsville Business Col-lege.	A. J. Hall.....	3	2	75	62	137
113	Evansville.....	Columbian Commercial Col-lege.	Frank J. Wittmer	3	...	60	40	100
114	.....do	Lockyear's Business College.	M. H. Lockyear	6	1	200	50	250
115	Fort Wayne	International Business Col-lege.	T. L. Staples.....	8	4	250	200	450
116	Huntington	Huntington Business Uni-versity.*	O. E. Hawkins.....	3	...	122	100	222
117	Indianapolis	Indianapolis Business Uni-versity.	E. J. Heeb.....	5	4	411	190	601

* Statistics of 1900-1901.

schools in United States in 1901-2—Continued.

Actual number of students enrolled.				Average daily attendance.		In commercial course.		In amanuensis course.		In English course.		In telegraphy.		Months necessary for graduation.		Graduates in commercial course.		Graduates in amanuensis course.	
Day school.		Evening school.		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Day course.	Evening course.	Male.	Female.	Male.	Female.
9	10	11	12																	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
15	45	5	15	85	10	11	5	8	56	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
62	20	30	2	51	27	86	4	20	18	72	20	.....	.....	9-12	12-18	2	1	6	19
108	62	35	10	.....	.....	83	24	40	60	.....	.....	.....	.....	12	24	15	5	.....	6
60	38	12	6	56	15	34	18	23	36	3	.....	.....	.....	8	.....	6	.....	1	3
43	21	7	9	.....	.....	50	30	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
95	90	105	75	40	50	150	75	30	45	175	65	.....	.....	7	12	35	15	35	44
712	526	401	120	650	250	430	112	120	401	206	52	.....	.....	12-15	8-16	40	20	50	300
40	45	.....	.....	10	.....	40	45	.....	.....	.....	.....	.....	.....	.....	.....	38	40	.....	85
40	50	.....	.....	15	.....	25	18	15	32	.....	.....	.....	.....	.....	.....	10	15	.....	86
298	.....	.....	.....	270	.....	200	.....	70	.....	.....	.....	.....	.....	.....	.....	34	.....	.....	87
12	39	24	11	10	8	76	36	50	.....	.....	.....	.....	.....	3-4	5-6	.....	.....	24	37
696	769	370	143	603	227	716	138	162	730	188	44	.....	.....	.....	.....	35	4	6	139
187	109	81	35	.....	.....	67	19	30	92	121	33	.....	.....	.....	.....	61	18	25	90
40	60	85	90	70	50	40	60	40	60	70	100	.....	.....	6-24	8-24	30	60	.....	91
343	.....	.....	.....	280	.....	90	.....	48	.....	27	.....	.....	.....	24	.....	6	.....	24	92
53	26	42	4	31	29	62	9	8	30	16	.....	.....	.....	6-9	12-18	43	7	6	21
125	88	52	21	.....	.....	100	19	75	99	2	.....	.....	.....	6-8	.....	2	2	2	8
.....	.....	.....	.....	.....	.....	35	40	20	50	.....	.....	.....	.....	9	12	4	6	.....	95
38	28	32	2	.....	.....	34	1	4	27	.....	.....	.....	.....	9	.....	3	.....	3	12
21	38	.....	.....	51	.....	21	12	18	26	5	12	.....	.....	.....	.....	.....	.....	.....	97
157	69	34	6	157	26	183	59	53	57	.....	.....	.....	.....	10	15	8	.....	4	6
100	50	.....	.....	.....	.....	90	25	9	31	.....	.....	.....	.....	9	.....	15	4	1	6
65	41	25	10	55	20	50	20	20	30	16	5	.....	.....	8	12	24	4	8	13
40	30	8	4	28	10	40	21	8	13	.....	.....	.....	.....	10	20	10	5	2	4
30	10	.....	.....	39	.....	27	6	2	5	.....	.....	.....	.....	9	0	21	5	1	3
65	65	10	10	.....	.....	70	60	10	20	.....	.....	.....	.....	12	.....	10	5	5	7
181	117	83	22	.....	.....	167	55	15	62	.....	.....	.....	.....	6-9	.....	.....	.....	.....	104
718	320	.....	.....	700	.....	600	200	118	120	.....	.....	.....	.....	6	.....	240	12	23	50
361	270	106	49	275	75	240	200	93	200	.....	.....	.....	.....	.....	.....	140	63	21	79
262	116	28	15	143	38	186	114	108	67	35	18	.....	.....	7-10	.....	29	17	5	20
95	83	.....	.....	125	.....	80	30	15	53	.....	.....	.....	.....	10	.....	22	8	7	13
22	54	48	8	64	35	57	18	11	52	.....	.....	.....	.....	10	.....	1	1	1	9
24	42	25	13	40	15	47	40	49	55	.....	.....	.....	.....	.....	.....	.....	.....	.....	110
41	21	7	1	.....	.....	40	9	8	18	5	0	.....	.....	6	8	35	3	8	16
79	62	5	.....	60	10	62	32	13	30	.....	.....	.....	.....	.....	.....	.....	.....	.....	112
50	30	10	10	75	20	40	20	30	10	.....	.....	.....	.....	6	6	8	2	6	4
200	50	.....	.....	100	15	85	75	15	65	.....	.....	.....	.....	6	12	85	75	15	65
160	140	101	49	200	100	110	160	100	130	15	10	.....	.....	10	20	40	30	10	40
100	100	12	10	65	10	75	75	50	130	.....	.....	.....	.....	6	12	65	60	140	125
314	152	97	38	233	67	216	30	114	144	50	12	31	4	6	.....	33	2	34	74

TABLE 11.—Statistics of commercial and business

	Post-office.	Name.	Executive officer.	In-struct-ors.		Actual num-ber of stu-dents en-rolled.		
				Male.	Female.	Male.	Female.	Total.
	1	2	3	4	5	6	7	8
INDIANA—cont'd.								
118	Indianapolis	Vories's Business College....	Henry D. Vories.....	11	8	1234	1218	2,452
119	Lafayette.....	Union Business College.....	S. A. Drake.....	5	1	149	98	247
120	Logansport.....	Logansport Commercial High School.	A. E. Oldham.....	2	1	30	40	70
121	Marion.....	Marion Business College.....	J. D. Brunner.....	3	1	80	60	140
122	Muncie.....	The Muncie Business College.*	J. Westbrook Howard.	3	2	680	356	1,036
123	New Albany.....	St. Mary's Academy.....	Sister M. Bonaventura	1	8	150	250	400
124	Richmond.....	Richmond Business College.	O. E. Fulghum.....	4	1	190	25	215
125	South Bend.....	South Bend Commercial College.	W. T. Boone.....	7	1	260	160	420
126	Terre Haute.....	Brown's Business College...	G. W. Brown.....	3	3	186	109	295
127	Valparaiso.....	Northern Indiana Commercial College.*	H. B. Brown.....	10	4	586	321	907
128	Westfield.....	Union High Academy and Business College.	Irvin Stanley.....	2	4	35	40	75
IOWA.								
129	Cedar Rapids.....	Cedar Rapids Business College.	A. N. Palmer.....	6	2	300	112	412
130	Clinton.....	Clinton Business College.....	B. J. Heflin.....	3	2	182	85	217
131	Council Bluffs.....	Western Iowa Business College.	R. E. Wiatt.....	2	2	240	130	370
132	Davenport.....	Brown's Business College...	J. E. Gustus.....	3	2	115	138	253
133	Des Moines.....	People's Commercial and Bowen Business College.	B. W. Bowen.....	1	1	22	8	30
134	.....do.....	Capital City Commercial College.	W. H. McCauley.....	8	8	599	289	888
135	.....do.....	Iowa Business College.....	J. R. Hutchison.....	7	3	400	230	630
136	Dubuque.....	Bayless Business College.....	C. Bayless.....	3	...	174	80	254
137	Fort Dodge.....	Tobin College.....	C. V. Findlay.....	4	3	187	104	291
138	Iowa City.....	Iowa City Commercial College and School of Short-hand.	J. H. Williams.....	3	2	74	43	117
139	Keokuk.....	Keokuk Business Institute...	M. J. Mallery.....	2	2	25	36	61
140	Marshalltown.....	St. Mary's Institute.....	Mother M. Francis.....	...	8	102	154	256
141	Mason City.....	Iowa Business College.....	H. J. Knapp.....	2	1	30	40	70
142	Nora Springs.....	Nora Springs Seminary and Business College.	E. F. Fisher.....	3	4	40	6	46
143	Oskaloosa.....	Oskaloosa Business College.	B. A. Wright.....	1	1	16	15	31
144	Ottumwa.....	Ottumwa Commercial College.*	J. W. O'Bryan.....	3	2	225	136	361
145	Sioux City.....	Brown's Business College...	G. W. Brown, jr.....	3	2	263	155	418
146	Waterloo.....	The Waterloo Business College.	A. F. Harvey.....	2	4	101	120	221
KANSAS.								
147	Atchison.....	Atchison Business College...	A. F. Heck.....	2	3	90	60	150
148	Concordia.....	Great Western Business College.	W. T. Larimore.....	5	3	90	60	150
149	Enterprise.....	Enterprise Academy and Business College.	W. G. Baab.....	3	1	23	27	50
150	Iola.....	Iola Business College.....	H. J. Powell.....	2	1	37	45	82
151	Lawrence.....	Lawrence Business College.	I. C. Stevenson.....	2	1	66	40	106
152	Leavenworth.....	Leavenworth Business College.	N. B. Leach.....	2	2	74	47	121
153	Ottawa.....	Ottawa University Business Department.	G. H. Crain.....	3	2	65	62	127
154	Parsons.....	Parsons Business College....	J. C. Olson.....	5	4	188	144	332
155	Salina.....	Skelton's School of Telegraphy and Railway Business.	W. H. Skelton.....	3	1	100	...	100
156	Wichita.....	Wichita Business College....	Chester F. Adams.....	5	3	235	173	408
157	.....do.....	Wichita Commercial College.	E. H. Robins.....	8	2	123	85	208
158	Winfield.....	Winfield Business and Academic College.	H. F. W. Kuehne.....	4	...	55	35	90

* Statistics of 1900-1901.

schools in United States in 1901-2—Continued.

Actual number of students enrolled.				Average daily attendance.		In commercial course.		In amanuensis course.		In English course.		In telegraphy.		Months necessary for graduation.		Graduates in commercial course.		Graduates in amanuensis course.		
Day school.		Evening school.		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Day course.	Evening course.	Male.	Female.	Male.	Female.	
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
927	907	307	311	1,019	267	1,191	931	1,022	1131	1,234	1218	250							118	
134	98	15	.....	96	12	86	41	24	50	20	8	24	.....	6	15	36	10	10	33	
20	35	10	5	50	10	25	20	25	30	30	40	2	0	8	11	8	2	2	2	120
70	55	10	5	.....	.....	80	60	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	121
424	356	256	.....	418	35	424	356	420	354	8	.....	3	.....	10	18	85	56	84	52	122
150	250	.....	.....	380	.....	14	.....	12	75	175	.....	.....	.....	.....	.....	.....	.....	.....	.....	3
173	20	15	5	170	15	150	25	35	15	10	.....	.....	.....	6-8	12-15	39	14	6	10	123
140	120	120	40	.....	.....	149	39	116	108	38	6	.....	.....	.....	.....	.....	.....	.....	.....	124
132	97	54	12	.....	.....	150	50	75	25	.....	.....	.....	.....	.....	.....	16	1	.....	8	126
586	321	.....	.....	601	.....	327	146	259	175	586	321	.....	.....	9	.....	221	102	72	35	127
35	40	.....	.....	58	.....	4	5	4	5	27	20	3	.....	36	.....	4	4	.....	.....	128
290	100	12	10	150	.....	250	50	30	90	.....	.....	.....	.....	8	.....	12	4	2	8	129
104	73	28	12	.....	.....	99	56	64	72	.....	.....	.....	.....	10	.....	48	22	42	51	130
240	130	.....	.....	.....	.....	60	40	40	35	50	20	.....	.....	6	6	.....	.....	.....	.....	131
60	94	75	24	85	49	60	58	18	124	.....	.....	.....	.....	12	6	2	0	.....	2	132
7	5	13	3	11	15	22	8	2	3	.....	.....	.....	.....	9-12	12-16	7	3	.....	2	133
599	289	.....	.....	350	.....	393	46	119	214	87	29	.....	.....	6	.....	56	5	8	32	134
400	230	.....	.....	390	120	90	30	85	85	25	3	115	5	6	12	90	30	75	75	135
148	75	26	5	69	14	150	30	31	55	.....	.....	.....	.....	6	12	19	4	19	35	136
187	104	.....	.....	.....	.....	37	18	5	17	.....	.....	.....	.....	30	.....	5	5	2	5	137
74	43	.....	.....	.....	.....	60	12	14	31	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	138
12	18	14	17	7	12	25	20	8	35	25	35	8	3	6	6	.....	4	.....	4	139
102	154	.....	.....	224	.....	7	17	.....	70	100	.....	.....	.....	.....	.....	4	6	.....	.....	140
30	40	.....	.....	.....	.....	8	6	12	34	13	8	.....	.....	5	.....	.....	.....	2	9	141
40	6	.....	.....	.....	.....	36	4	.....	3	.....	.....	.....	.....	9	.....	10	2	2	2	142
16	15	.....	.....	15	.....	11	8	4	8	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	143
225	136	.....	.....	.....	.....	128	46	25	51	72	39	.....	.....	6	.....	35	19	14	45	144
202	139	61	16	102	34	162	42	60	97	.....	.....	.....	.....	6	.....	10	5	12	8	145
90	110	11	10	75	10	51	29	27	45	18	39	.....	.....	8-18	.....	9	3	11	14	146
60	40	30	20	60	45	40	20	10	20	8	2	.....	.....	9	.....	.....	.....	3	10	147
85	50	5	10	135	15	50	20	20	30	.....	.....	15	.....	6	9	50	20	20	30	148
23	27	.....	.....	49	.....	12	3	8	6	20	6	4	.....	9	.....	3	1	2	.....	149
30	41	7	4	.....	.....	31	7	6	38	.....	.....	.....	.....	6	9	10	.....	2	12	150
60	35	6	5	.....	.....	60	10	6	30	3	.....	.....	.....	6-9	12	20	1	1	5	151
39	35	35	12	40	25	39	15	18	28	20	1	.....	.....	6	12	3	3	7	19	152
65	62	.....	.....	73	.....	25	10	40	52	.....	.....	8	.....	9	.....	10	2	9	19	153
164	137	24	7	80	15	96	49	47	73	21	15	.....	.....	6	12	9	5	4	10	154
100	.....	.....	.....	40	.....	.....	.....	.....	.....	.....	.....	100	.....	5-6	.....	.....	.....	.....	.....	155
211	156	24	17	160	20	130	35	80	120	1	.....	.....	.....	9	.....	6	1	25	40	156
123	85	.....	.....	.....	.....	118	90	50	70	.....	.....	.....	.....	8	.....	20	10	10	20	157
55	35	.....	.....	80	.....	35	26	20	10	55	35	6	2	7	.....	20	10	6	4	158

TABLE 11.—Statistics of commercial and business

	Post-office.	Name.	Executive officer.	In-struct-ors.		Actual num-ber of stu-dents en-rolled.		
				Male.	Female.	Male.	Female.	Total.
	1	2	3	4	5	6	7	8
KENTUCKY.								
159	Bowling Green	Bowling Green Business College.	H. H. Cherry	11	5	720	480	1,200
160	Covington	Covington Commercial College.	W. D. Clark	2	1	31	82	113
161	Louisville	Bryant & Stratton Business College.	E. J. Wright	6	1	320	168	488
162	do	Spencerian Business College.	Enos Spencer	6	2	151	125	276
163	Owensboro	Owensboro Commercial College.	Howard Van Deusen.	2	1	51	50	101
LOUISIANA.								
164	New Orleans	Carillon's Shorthand School.	A. C. Carillon	1	3	20	30	50
165	do	E. G. Durel's Commercial College.	E. G. Durel.	1	...	28	2	30
166	do	Soule Commercial College and Literary Institute.	George Soule	9	3	594	82	676
167	Shreveport	Draughon's Practical Business College.	P. E. Townsley	1	2	80	45	125
MAINE.								
168	Bangor	Bangor Business College	E. D. Pratt	1	3	52	67	119
169	Lewiston	Bliss Business College	O. D. Bliss	4	1	128	75	203
170	do	Gray's Lewiston Business College.	N. E. Rankin	1	1	29	39	68
171	North Anson	Anson Academy and Business College.	F. H. Sanborn	2	3	45	30	75
172	Portland	Gray's Portland Business College.	Frank S. Gray	3	2	186	191	377
173	do	Shaw's Business College	F. L. Shaw	10	5	350	300	650
174	Rockland	Rockland Commercial College.*	H. A. Howard	2	2	146	105	251
175	Waterville	Kiest's Business College	H. Kiest	2	1	51	27	78
MARYLAND.								
176	Baltimore	Baltimore Business College.	E. H. Norman	3	2	127	120	247
177	do	Eaton & Burnett Business College.*	A. H. Eaton	6	...	210	195	405
178	do	Sadler's Bryant & Stratton Business College.	W. H. Sadler	8	4	463	287	750
179	do	Strayer's Business College	S. Irving Strayer	5	7	491	452	943
180	Cumberland	Central Commercial College.	C. E. Pusho	5	...	114	75	189
181	do	Mountain State Business College.	A. G. Sine	2	1	85	65	150
182	Hagerstown	Wolf's Business College	D. Elmer Wolf	4	1	81	27	108
MASSACHUSETTS.								
183	Boston	Bryant & Stratton Commercial School.*	H. E. Hibbard	13	13	500	300	800
184	do	Burdett College*	F. B. Richardson	15	10	522	421	943
185	do	Comer's Commercial College.*	Charles E. Comer	7	5	402	306	708
186	do	Hickox Shorthand School	Wm. E. Hickox	1	4	32	197	229
187	do	The Benedict School of Shorthand.	George Benedict	1	3	6	66	72
188	Fall River	Shoemaker & Clark's School of Business.	R. J. Shoemaker	4	4	264	66	330
189	Fitchburg	Fitchburg Business College.	D. Fullmer	3	2	77	91	168
190	Holyoke	Holyoke Business Institute.	A. T. Jarnell	3	1	92	77	169
191	Lawrence	Cannon Commercial College	G. C. Cannon	2	2	40	72	112
192	Lowell	Lowell Commercial College.	A. C. Blaisdell and L. E. Kimball.	2	...	70	75	145
193	Lynn	Lynn Business College	H. W. Pelton	5	3	104	168	272
194	New Bedford	Benton's Business College	Chas. E. Benton	1	3	50	25	75

* Statistics of 1900-1901.

schools in United States in 1901-2—Continued.

Actual number of students enrolled.				Average daily attendance.		In commercial course.		In amanuensis course.		In English course.		In telegraphy.		Months necessary for graduation.		Graduates in commercial course.		Graduates in amanuensis course.		
Day school.		Evening school.		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Day course.	Evening course.	Male.	Female.	Male.	Female.	
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
720	480	.....	.....	1,000	.....	350	50	20	15	56	642	85	15	.....	.....	175	26	.....	.....	159
15	64	16	18	52	.....	20	18	18	74	.....	.....	.....	.....	8-10	10-20	15	14	16	61	160
271	159	49	9	.....	.....	256	48	40	120	.....	.....	24	.....	6	12	202	39	34	98	161
151	125	.....	.....	120	.....	125	68	81	107	81	107	.....	.....	12	.....	102	53	71	96	162
27	40	24	10	40	25	35	20	7	30	9	.....	.....	.....	.....	.....	9	9	.....	4	163
10	20	10	10	15	15	.....	.....	20	30	.....	.....	.....	.....	3	4	.....	.....	20	30	164
22	.....	6	2	15	3	28	2	.....	.....	28	2	.....	.....	.....	.....	.....	.....	.....	.....	165
880	68	214	14	350	125	297	14	72	62	225	6	.....	.....	5-12	9-18	67	3	7	9	166
80	45	.....	.....	41	.....	61	10	24	37	.....	.....	.....	.....	8	.....	5	2	.....	.....	167
52	67	.....	.....	65	.....	40	51	12	16	.....	.....	.....	.....	12	.....	28	41	8	10	168
102	60	30	11	75	20	124	20	4	35	.....	.....	.....	.....	6	10	37	10	2	19	169
13	27	16	12	18	16	22	16	7	30	.....	.....	.....	.....	6	12	2	9	1	4	170
45	30	.....	.....	60	.....	11	3	4	2	.....	.....	.....	.....	8	.....	4	1	2	1	171
186	191	.....	.....	.....	.....	160	77	26	114	.....	.....	.....	.....	6-9	.....	14	5	3	46	172
350	300	.....	.....	.....	.....	300	150	50	150	.....	.....	.....	.....	6	.....	.....	.....	.....	.....	173
146	105	.....	.....	60	.....	123	60	11	42	2	3	.....	.....	6-8	.....	30	18	5	26	174
19	13	32	14	18	14	49	27	9	13	.....	.....	.....	.....	.....	.....	3	.....	.....	.....	175
90	95	37	25	180	60	100	37	27	83	.....	.....	.....	.....	6-8	12	40	15	20	43	176
125	128	85	67	125	130	150	25	140	125	40	25	.....	.....	6-8	12	100	15	90	95	177
200	125	296	129	.....	.....	394	45	130	181	.....	.....	.....	.....	5-9	24	39	11	16	25	178
226	242	265	210	225	183	215	89	270	359	6	4	.....	.....	3-15	3-36	63	27	105	157	179
89	60	25	15	78	29	69	23	45	32	.....	.....	.....	.....	6	24	15	7	9	12	180
85	65	.....	.....	60	.....	67	15	18	50	.....	.....	.....	.....	5-8	.....	5	1	4	15	181
69	25	12	2	.....	.....	53	8	15	17	9	.....	5	.....	10	.....	9	4	4	11	182
500	300	.....	.....	.....	.....	500	300	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	183
522	421	.....	.....	510	.....	427	112	95	309	522	421	.....	.....	10	.....	101	26	31	102	184
229	175	217	87	.....	.....	402	306	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	185
22	189	10	8	.....	.....	.....	.....	32	197	.....	.....	.....	.....	6	10	.....	.....	2	9	186
3	44	3	22	.....	.....	.....	.....	6	66	.....	.....	.....	.....	3-6	6-12	.....	.....	.....	.....	187
70	40	181	39	70	141	101	16	50	37	118	13	.....	.....	10	21	25	8	11	18	188
28	56	49	35	58	35	59	34	19	59	.....	.....	.....	.....	10	24	2	3	0	5	189
18	32	73	46	20	40	2	1	.....	17	.....	.....	.....	.....	10	20	.....	.....	.....	.....	190
20	32	20	20	35	25	35	65	35	65	.....	.....	.....	.....	6	6	.....	.....	.....	.....	191
70	75	.....	.....	35	20	70	40	65	.....	.....	.....	.....	.....	4-10	10	.....	.....	.....	.....	192
64	133	40	35	140	50	81	55	23	113	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	193
18	16	32	9	25	35	24	4	5	15	13	1	.....	.....	10	16	1	1	.....	5	194

TABLE 11.—Statistics of commercial and business

Post-office.	Name.	Executive officer.	In-struct-ors.		Actual number of stu-dents en-rolled.			
			Male.	Female.	Male.	Female.	Total.	
1	2	3	4	5	6	7	8	
MASSACHUSETTS— continued.								
195	Pittsfield	Berkshire Business College..	L. M. Holmes.....	2	1	30	51	81
196	Salem	Salem Commercial School....	Geo. P. Lord.....	5	4	129	155	284
197	Springfield	Bay Path Institute	J. D. Bates.....	4	1	48	70	118
198	.....do	Hinman's Business College*	B. M. Bancroft.....	1	2	34	60	94
199	Taunton	Taunton Business College....	E. L. Hutchinson	2	2	68	86	154
200	Waltham	Mellor's Commercial College	Wm. H. Mellor	1	1	6	35	41
201	Worcester	Becker's Business College....	E. C. A. Becker	2	4	125	135	260
202	.....do	Hinman's Business College....	A. H. Hinman.....	2	3	50	90	140
203	.....do	Worcester Business Institute	C. B. Post.....	3	.....	60	90	150
MICHIGAN.								
204	Adrian	Brown's Business University	L. S. Brown.....	1	1	56	56	112
205	Alpena	Alpena Business College....	Mrs. M. L. Veenfliet..	1	3	60	64	124
206	Battlecreek	Michigan Business College....	C. J. Argubright.....	3	0	133	112	245
207	Detroit	Miles College*	C. C. Miles.....	4	5	250	150	400
208	.....do	St. Joseph's Commercial School.	Brother Jerome	6	.....	106	.....	106
209	Flint	Bliss Business College	J. H. Long.....	2	1	30	39	69
210	Grand Rapids	Grand Rapids Business Uni- versity.*	A. S. Parish	3	.....	123	177	300
211	.....do	McLachlan Business Uni- versity.	M. McLachlan.....	7	1	195	165	360
212	Jackson	Devlin's Business College ...	H. C. Devlin.....	3	3	93	46	139
213	Kalamazoo	Parsons's Business College ...	W. F. Parsons	3	2	150	100	250
214	Lansing	Lansing Business University	H. J. Beck	2	2	57	62	119
215	Manistee	Manistee Business College....	W. H. Marlandill	2	1	80	60	140
216	Marquette	Marquette Business College....	J. C. Parker	2	.....	14	4	18
217	Pontiac	Pontiac Business College....	C. A. Passell.....	2	1	38	29	67
218	Saginaw	International Business Col- lege.	F. H. Harper	5	1	169	139	308
219	.....do	Saginaw Business College ...	Geo. W. Smith.....	1	.....	20	49	69
220	St. Louis	Yerington College	C. W. Yerington.....	4	2	100	50	150
221	Three Rivers	Three Rivers Business Academy.	Charles H. Sage	2	2	70	50	120
222	Traverse City.....	Traverse City Business Col- lege.	C. R. Doekeraay	1	1	34	32	66
MINNESOTA.								
223	Brainerd	Brainerd Business College ..	Lewis H. Vath.....	1	.....	40	8	48
224	Duluth	Duluth Business University	W. C. McCarter.....	8	.....	174	151	325
225	.....do	Parsons's Business College and Shorthand Institute.	Hiram Parsons	2	2	44	6	60
226	Fergus Falls.....	Darling's Business College....	D. Darling.....	2	1	41	14	55
227	Maikato	Maikato Commercial Col- lege.	J. R. Brandrup	7	2	292	88	380
228	Minneapolis.....	Archibald's Business College	A. R. Archibald	5	.....	118	64	182
229	.....do	Caton College	Thomas J. Caton	7	3	373	298	671
230	.....do	Curtiss Business College....	J. L. Hodgmore	4	1	137	124	261
231	.....do	Minneapolis School of Busi- ness.*	Rickard and Gruman	5	2	350	200	550
232	.....do	Northwestern College and Business Institute.	Rev. A. T. Frykman	7	.....	173	93	266
233	.....do	The Munson Shorthand In- stitute.	R. J. Smith.....	1	2	68	119	187
234	Owatonna	The Canfield Commercial School.	W. P. Canfield.....	2	1	68	37	105
235	Red Wing	Red Wing Business College....	H. J. Meyer	2	1	51	21	72
236	St. Paul	Boenisch's Commercial Col- lege.	B. W. Boenisch.....	1	1	61	14	75
237	.....do	Globe Business College.....	W. C. Stephens and F. L. Haeberle.	5	1	270	133	403
238	.....do	Rasmussen Practical Busi- ness School.	Julius and Walter Rasmussen.	2	1	42	46	88

* Statistics of 1900-1901.

schools in United States in 1901-2—Continued.

Actual number of students enrolled.				Average daily attendance.		In commercial course.		In amanuensis course.		In English course.		In telegraphy.		Months necessary for graduation.		Graduates in commercial course.		Graduates in amanuensis course.		
Day school.		Evening school.																		
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
21	42	9	9	30	10	27	27	5	42	3	8			6	12	10	12	2	14	195
95	126	34	29	175	40	73	48	26	38											196
29	52	19	18	50	40	38	10	10	38							10	10	5	28	197
18	40	16	20	44	23	16	14	9	31											198
40	60	28	26			24	18	16	42	8	10	2	2	6	15	16	12	4	28	199
13	6	22				2	9	2	24	115	112	2	2	5-6	8-10	1	6	0	15	200
88	105	37	30			81	100	24	36							30	4	7	48	201
30	60	20	30	70	40	40	70	40	70					12		40	70	40	70	202
30	70	30	20	65	22	40	38	24	60					8						203
56	56			60		50	8	19	44					10-15		8		4	9	204
45	52	15	12	70	20	50	24	10	40	5	10	7	3	12-15	24	5	6	3	9	205
133	112			106	80	75	50							12	6	15	10	20	20	206
				125	125	135						25	15							207
106				100		106		55		106						20		20		208
25	30	5	9	52	14	24	15	6	24					8	12					209
119	106	4	71			80	57	4	46	10	4					5	2	2	6	210
195	165			200		125	20	50	165					8		10	15	3	3	211
65	48	17	9	90	35	69	28	22	40	7	4									212
126	74	24	26	110	45	90	60	40	60					8-12	10-15	30	18	36	34	213
33	53	24	9	49	8	6	47	2	7	2	7			6		4	4			214
60	40	22	18	40	20	25	16	20	15	30	9	5		9	18	19	11	15	8	215
3	4	11		5	8	4	4	7	3	7				10	12					216
30	23	8	6	25	10	33	10	5	19					9	12	16	6	2	17	217
119	109	50	30	170	50	116	52	53	87					12						218
9	35	12	13			20	49	20	42					6	6	7	24	7	31	219
100	50			90		75	5	15	5					6		40	15			220
60	45	10	5	60	12	40	25	10	18	9	10			6-12						221
34	32			38		25	14	6	12	9	7			10		9	1	5	6	222
15	4	25	4	15	25	18	2	16	6	6				9	15	6	2	12	2	223
142	133	32	18	86	33	132	54	41	98					6	12	32	21	15	46	224
28	6	16		30		2		4	12	2				12	24	6			2	225
33	10	8	4	37	10	37	4	14	9					5-9		9	3	4	4	226
292	88			330		196	54	26	104					8		16	2	20	50	227
118	64			72		82	16	22	39	14	9			6-9		16	4	9	12	228
317	244	56	54			311	73	62	225					6	12	133	49	53	171	229
113	92	24	32			104	36	33	88					6	12	28	6	38	52	230
350	200			350	200															231
119	72	54	21			47	9	10	6	76	9			8		7	1		1	232
68	119							68	119					6	12					233
43	34	25	8	55	20	57	15	11	22					9						234
51	21			62		43	2	4	14	3	6			9						235
34	10	27	4	35	22	61	14							6	12	30	10			236
210	93	60	40	200	50	180	62	34	87			28	2	6-9		33	3	13	28	237
20	26	22	20	30	20	42	46	42	46											238

TABLE 11.—Statistics of commercial and business

	Post-office.	Name.	Executive officer.	In-struct-ors.		Actual number of stu-dents en-rolled.		
				Male.	Female.	Male.	Female.	Total.
	1	2	3	4	5	6	7	8
MINNESOTA—cont'd								
239	St. Paul	St. Paul Business College, Shorthand and Telegraphic Institute.	Maguire Bros.....	5	3	240	70	310
240	.....do	The Hess Business College..	D. S. Coffey.....	2	2	125	218	343
241	Sauk Center.....	Sauk Center Academy and Business College.	Lewis H. Vath	2	....	60	20	80
242	Stillwater	Rasmussen Practical Business College.	Julius Rasmussen	2	1	55	10	65
243	Wells	Parson's Business University	A. C. Parsons.....	1	2	78	10	88
244	Winona	Toland's Business University.*	J. W. Hooker and F. J. Toland.	1	1	65	30	95
MISSISSIPPI.								
245	Bay St. Louis.....	St. Stanislaus College	Brother Isidore	10	....	180	....	180
246	Natchez	St. Mary's Cathedral School..	Brother Charles	6	....	176	....	176
247	Vicksburg	St. Aloysius College	Brother Alphonso	8	....	257	....	257
248	.....do	Vicksburg Commercial School.	G. H. McDonald.....	2	1	34	28	62
249	West Point	Macon and Andrews's College.	G. A. Macon and A. A. Andrews.	12	4	375	475	850
MISSOURI.								
250	Canton	Business College of Christian University.	J. J. Weber.....	3	....	16	4	20
251	Chillicothe	Chillicothe Business and Shorthand College.	Allen Moore.....	21	6	478	249	727
252	Hannibal.....	Hannibal Commercial College.	F. L. Kelly	2	2	152	132	284
253	Joplin	Joplin Business College....	W. B. Joiner.....	5	1	71	63	134
254	Kansas City	Central College of Business and Shorthand.	H. E. Hazard.....	6	1	200	250	450
255	.....do	Cathedral Commercial School.	Brother Charles	4	....	133	....	133
256	.....do	Kansas City National Business College.	Henry Coon	14	2	370	187	557
257	.....do	Spalding's Commercial College.*	James F. Spaulding ..	5	2	504	321	825
258	St. Joseph	St. Joseph Business University.	E. E. Gard.....	3	1	125	75	200
259	.....do	St. Joseph Commercial College.	Brother Elzear	10	....	265	....	265
260	St. Louis.....	Barnes Business College....	J. R. Anderson	5	4	104	115	219
261	.....do	Draughon's Practical Business College.	R. R. Luman.....	3	1	77	43	120
262	.....do	Hayward's Business College.	L. F. Hayward	3	1	400	300	400
263	.....do	Jones Commercial College....	J. G. Bohmer	6	2	250	181	431
264	.....do	Mound City Business College.	O. D. Norton.....	3	1	42	68	110
265	.....do	Perkins and Herpel Mercantile College.*	H. C. Perkins.....	5	....	222	78	300
266	.....do	St. Louis Commercial College.	S. L. Olver.....	4	5	120	138	258
267	.....do	Southwestern Business College.	Edward H. Fritch....	10	....	301	205	506
268	.....do	The Missouri Shorthand College.	John H. Schofield....	1	2	27	32	59
269	Sedalia	Central Business College....	C. W. Robbins.....	10	3	431	285	716
270	Springfield.....	Queen City Business College.	Elmer Lacey	3	1	176	100	276
MONTANA.								
271	Butte	Butte Business College*.....	Rice, Fulton, and Gold	7	3	320	250	570
272	Great Falls	Great Falls Commercial College.	S. H. Bauman and J. C. Preston.	5	2	87	98	180
273	Helena	Engelhorn Helena Business College.*	Hermann T. Engelhorn.	3	4	85	94	179

* Statistics of 1900-1901.

schools in United States in 1901-2—Continued.

Actual number of students enrolled.				Average daily attendance.		In commercial course.		In amanuensis course.		In English course.		In telegraphy.		Months necessary for graduation.		Graduates in commercial course.		Graduates in amanuensis course.		
Day school.		Evening school.		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Day course.	Evening course.	Male.	Female.	Male.	Female.	
9	10	11	12																	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
110	65	130	5	106	40	107	50	45	73	25	20	20	5	6	8	74	38	37	70	239
86	187	40	30	47	27	24	14	99	175					6	9	16	10	78	182	240
60	20			50	18	40	10	20	10					9		10	7	6	6	241
30	10	25		15	10	20	3	5	7	30				6	9	5		2	7	242
58	8	20	2	25	15	60	4	2	9	6	1			6	12	8	4	1	5	243
65	30			77		54	6	12	23					7-9		9		2	7	244
174		6		175		175				175		15		36		14				245
176				153		52				176				20		12				246
257				240		80				257				20		8				247
34	28			22	9	22	9	8	14											248
375	475					365	125	250	455					4						249
16	4			14	3	13	2	12	4	14	3			8		6		6		250
478	249					128	43	96	74	412	211	44	5			46	23	52	43	251
152	132					180	32	30	92							53	12	17	26	252
59	49	12	14	67	15	62	9	9	44					6-8		14		7	15	253
200	250					80	20	120	230											254
173		10		145	8	32								30	30	10				255
310	115	60	72			140	108	170	275	145	75	82	3	6	12	42	20	67	120	256
504	321			350	150	400	200	300	200					6	12					257
100	50	35	15	64	28	100	20	15	55				8	2	9	14	8	5	2	20
200		65		254		60		25	240				5		30		17		3	259
104	115					97	5	36	81					5-7		11	2	9	28	260
65	40	12	3			50	20	15	30	5				4-7	6-12	10		1		261
50	250	50	50	125	90	85	50	90	275	25	15			6	9	80	40	85	250	262
197	180	53	51	238	98	163	37	50	144	187	136	36	49	6-12	12-24	154	19	45	133	263
31	44	11	24	30	22	16	3	26	61	4	8	7	1	6-12	16	9	1	16	38	264
121	58	101	20	100	90	118	11	61	59	43	8			6	12	55	6	37	48	265
94	107	26	31	190	60	95	80	25	75	20	12			12	24	60	50	22	70	266
120	180	206	50			205	35	32	204	16	4			7	14	28	8	10	27	267
27	32							27	32					4	4					268
411	262	20	28			200	75	231	210			20	6			30	5	20	21	269
163	97	13	3			112	11	51	86					6	12	22	5	10	35	270
160	160	160	90	300	100	150	145	20	50	150	125			12	30	4	2	2	6	271
72	78	15	15	117	23	54	49	31	46	14	7	5		6	9	12	16	9	13	272
68	52	30	42	70	34	40	35	38	56	40	35	12	8	10	15	10	7	8	11	273

TABLE 11.—Statistics of commercial and business

	Post-office.	Name.	Executive officer.	In-struct-ors.		Actual num-ber of stu-dents en-rolled.		
				Male.	Female.	Male.	Female.	Total.
	1	2	3	4	5	6	7	8
NEBRASKA.								
274	Aurora	Aurora Business College.....	W. E. Stoner and O. T. Swanson.	3	1	45	39	84
275	Beatrice	Northwestern Business College.	Hugh J. Dobbs.....	2	4	184	83	267
276	Falls City.....	Falls City Business College..	G. M. Barrett.....	2	2	60	10	70
277	Hastings.....	Queen City Business College.	H. S. Miller.....	3	1	90	30	120
278	Kearney.....	Kearney School and Business College.	Clarence A. Murch...	2	2	97	54	151
279	Lincoln	Lincoln Business College....	J. L. Stephens	5	2	310	160	470
280	McCook	McCook Phonographic Institute.	L. W. Stayner	1	1	10	12	22
281	Omaha	Nebraska Business and Shorthand College.	A. C. Ong.....	4	1	125	220	345
282	.....do	Omaha Commercial College*	M. G. Rohrbough.....	7	2	847	339	1,186
283	St. Paul.....	St. Paul Business College....	S. D. Smith.....	2	2	58	71	129
284	York	York Business College.....	G. M. Jacobs.....	2	1	90	30	120
NEW HAMPSHIRE.								
285	Dover	Dover Business College.....	E. W. Warner and C. McTavish.	2	1	29	25	54
286	Laconia	Laconia Business College....	J. E. Aitken.....	1	1	25	13	38
287	Manchester	Hesser Business College.....	Joel H. Hesser.....	2	1	79	87	166
288	Nashua	National School of Business*.	W. D. Euler.....	1	1	35	22	57
289	New Hampton	New Hampton Commercial College.	Frank W. Preston	4	...	35	15	50
290	Portsmouth	Bliss Business College.....	William J. Lewis.....	2	1	30	30	60
NEW JERSEY.								
291	Bayonne	Drake Business College.....	Chas. Dell	1	1	32	21	60
292	Camden	Abrahamson Business College.*	Chas. M. Abrahamson.	3	...	57	31	88
293	Elizabeth.....	Lansley Business College....	James H. Lansley	2	2	38	36	74
294	.....do	Union Business College	Hobart Webster	4	2	129	69	198
295	Jersey City	Drake Business College.....	Albert J. Gleason.....	8	3	216	177	393
296	.....do	Lightfoot Stenographic and Typewriting Institute.	Robert Lightfoot .....	...	3	8	73	81
297	Newark	Coleman National Business College.	Henry Coleman	8	2	343	244	587
298	.....do	Wood's College	Stephen I. Wood	14	8	586	532	1,118
299	New Brunswick..	New Brunswick Business College.	J. W. Wilson	2	2	65	50	115
300	Paterson	Columbia College	Geo. Oakley	4	2	73	56	129
301	.....do	The Phillips School	T. H. Phillips	2	4	60	75	135
302	Plainfield	Plainfield Business College..	A. A. Phelps.....	2	...	34	37	71
303	Trenton	Rider-Moore and Stewart School of Business.	F. B. Moore	8	2	402	158	560
NEW YORK.								
304	Albany	Albany Business College	Jno. R. Carnell	15	6	480	337	817
305	Binghamton	Binghamton School of Business.	Dr. Jno. F. Riley	4	4	70	78	148
306	Brooklyn.....	Charles Commercial School*	Wm. P. Charles	7	5	101	159	260
307	.....do	Claghorn's Bryant and Stratton Brooklyn Business College.	C. Claghorn	5	2	172	89	261
308	.....do	Heffley School.....	Norman P. Heffley	11	9	642	578	1,220
309	.....do	Long Island Business College.	Henry C. Wright	6	7	449	418	867
310	.....do	New York Commercial and Stenographic School.	Philip B. Gibson.....	3	2	203	91	294
311	.....do	St. James Commercial School	B. Cyril.....	12	...	580	...	580
312	Buffalo	Bryant-Stratton Business College.*	J. C. Bryant	10	4	372	263	635

*Statistics of 1900-1901.

schools in United States in 1901-2—Continued.

Actual number of students enrolled.				Average daily attendance.		In commercial course.		In amanuensis course.		In English course.		In telegraphy.		Months necessary for graduation.		Graduates in commercial course.		Graduates in amanuensis course.		
Day school.		Evening school.		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Day course.	Evening course.	Male.	Female.	Male.	Female.	
9	10	11	12																	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
45	39	.....	.....	35	.....	20	8	14	8	13	17	.....	.....	.....	.....	7	3	1	4	274
164	80	20	3	94	15	102	18	45	35	.....	.....	.....	.....	.....	.....	4	28	.....	.....	275
60	10	.....	.....	.....	.....	52	4	8	6	.....	.....	.....	.....	8	.....	15	3	6	4	276
90	30	.....	.....	65	.....	74	12	9	22	7	6	.....	.....	8-12	.....	8	2	.....	6	277
97	54	.....	.....	75	.....	46	16	4	10	25	31	.....	.....	24	.....	16	4	1	2	278
310	160	.....	.....	214	.....	230	60	45	115	.....	.....	.....	.....	6-12	.....	95	14	30	70	279
.....	10	12	.....	.....	.....	.....	.....	10	12	.....	.....	.....	.....	.....	6	.....	.....	4	6	280
110	205	15	15	105	10	60	20	65	200	75	110	.....	.....	6	10	40	15	55	175	281
802	319	45	20	321	37	625	123	222	216	.....	.....	59	3	9	18	.....	.....	.....	.....	282
58	71	.....	.....	.....	.....	46	5	4	6	.....	.....	.....	.....	11	.....	4	.....	2	3	283
86	25	10	5	40	8	60	10	25	10	.....	.....	.....	.....	8	10	28	5	15	10	284
22	17	7	8	25	10	26	14	3	18	29	25	.....	.....	6-10	12-15	1	3	.....	9	285
24	12	1	1	30	2	25	12	7	13	24	12	.....	.....	8	15	6	1	1	2	286
44	61	35	27	43	15	72	42	12	46	.....	.....	.....	.....	10	20	12	7	2	20	287
7	13	28	9	12	18	28	8	7	14	.....	.....	.....	.....	9	.....	19	4	.....	.....	288
35	15	.....	.....	26	.....	35	15	.....	.....	35	15	.....	.....	.....	.....	.....	.....	.....	.....	289
15	20	15	10	30	20	20	10	10	20	15	20	.....	.....	6-8	10-12	5	2	.....	5	290
16	15	29	6	18	25	23	6	16	15	.....	.....	.....	.....	8-14	10-20	3	.....	4	9	291
.....	.....	57	31	.....	88	57	31	.....	.....	.....	.....	.....	.....	.....	10	.....	.....	.....	.....	292
24	24	14	12	.....	.....	28	10	10	26	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	293
45	51	84	18	.....	.....	89	8	10	59	30	2	.....	.....	6-10	10-20	.....	.....	.....	.....	294
80	113	136	64	125	120	124	46	79	158	34	6	.....	.....	6-10	10-20	21	5	13	45	295
3	69	5	4	32	9	.....	.....	8	73	.....	.....	.....	.....	9	9	.....	.....	5	21	296
221	179	122	65	402	186	154	23	67	195	18	8	25	6	6	9	45	3	12	80	297
343	297	243	235	309	219	403	115	207	411	44	21	.....	.....	10	15	190	31	103	269	298
44	28	25	18	.....	.....	41	6	24	44	69	46	.....	.....	6-10	8-14	9	3	9	23	299
84	45	.....	.....	60	30	21	8	21	39	23	8	.....	.....	9	18	.....	.....	.....	.....	300
40	50	20	25	80	35	60	50	60	40	50	.....	.....	.....	8	12	.....	.....	.....	.....	301
15	24	19	13	30	25	28	11	1	24	5	2	.....	.....	6-10	12-15	.....	.....	.....	.....	302
278	135	118	29	.....	.....	250	163	28	125	10	2	.....	.....	.....	.....	1	.....	.....	.....	303
425	317	55	20	.....	.....	330	60	110	247	12	4	28	6	6	12	.....	.....	.....	.....	304
50	40	20	38	80	30	70	20	30	70	20	25	.....	.....	6	9	50	15	20	55	305
88	52	50	70	135	112	48	54	100	51	62	81	.....	.....	5	8	46	50	96	47	306
140	71	32	18	200	30	172	89	10	64	.....	.....	.....	.....	10-12	20-24	51	3	2	16	307
146	462	300	312	385	258	101	31	12	248	58	68	.....	.....	6-10	8-10	80	20	12	236	308
224	209	264	170	.....	.....	276	109	173	309	.....	.....	.....	.....	9-12	12-24	64	8	12	88	309
163	58	49	33	.....	.....	151	82	52	9	.....	.....	.....	.....	10	20	19	.....	6	32	310
586	.....	.....	.....	550	.....	100	.....	.....	.....	450	.....	.....	.....	20	.....	19	.....	.....	.....	311
208	139	164	124	.....	.....	300	150	100	200	.....	.....	.....	.....	6	16	62	15	14	24	312

TABLE 11.—Statistics of commercial and business

	Post-office.	Name.	Executive officer.	In-struct-ors.		Actual num-ber of stu-dents en-rolled.		
				Male.	Female.	Male.	Female.	Total.
	1	2	3	4	5	6	7	8
NEW YORK—cont'd.								
313	Buffalo	Buffalo Institute of Tech-nology.	W. M. Wood	9	1	135	131	266
314	do	Hurst's Private School	S. G. Hurst	2	2	70	158	228
315	Chatham	Whiteman's Telegraph School.	Frank Whiteman	2	1	87	5	92
316	Elmira	Elmira School of Commerce.	B. C. Meeker	4	2	76	64	140
317	Fort Edward	Haley's Business Institute and School of Shorthand.	J. W. Haley	1	1	29	16	45
318	Geneva	Barclay's Business Institute and School of Shorthand.	B. C. Barclay	1	1	28	37	65
319	do	Geneva Business Training Institute.*	Ansel E. Mackey	1	1	25	2	27
320	Gloversville	Gloversville Business School.*	U. G. Patterson and A. A. Burr.	3	2	68	52	120
321	Hornellsville	Hornellsville Business and Shorthand School.	C. E. Willard	1	1	32	17	49
322	Ithaca	The Wyckoff Phonographic Institute.	Mary A. Adsitt	3	8	17	25	25
323	Jamestown	The Jamestown Business College.	H. E. V. Porter	3	3	114	107	221
324	Kingston	Spencer's Business School...	B. H. Spencer	5	2	150	150	300
325	Lockport	Lockport Business Institute.	J. Franklin Ryan	3	1	30	40	70
326	Newburg	Spencerian Institute of Business and Shorthand.*	E. M. Turner	3	2	120	90	210
327	New York City ...	Metropolitan Shorthand School.	W. L. Mason	1	4	10	183	193
328	do	The Packard Commercial School.	L. H. Packard	11	5	599	230	879
329	do	The Paine Uptown Business School.	H. W. Remington	3	7	280	200	480
330	do	Thompson's Business School.	Andrew W. Madison	1	6	134	90	224
331	do	Wood's New York School	Frederick E. Wood	23	9	987	982	1,969
332	Ogdensburg	Musgrove Business and Shorthand School.	J. M. Musgrove	1	1	24	35	59
333	Oswego	Chaffee's Phonographic Institute.	W. G. Chaffee	2	3	35	45	80
334	Rochester	Rochester Business Institute.	A. S. Osborn and S. C. Williams.	8	6	531	200	731
335	Syracuse	Dakin's Business Institute*.	Dakin Bros.	3	1	80	74	154
336	do	Syracuse Commercial School.	J. J. Martyn	4	4	48	61	109
337	do	The Henley	S. M. Henley	2	4	26	128	154
338	Troy	Troy Business College	Thos. H. Shields	6	2	271	91	362
339	Utica	Utica Business Institute*.	G. F. Hendrick	3	3	105	98	203
340	Yonkers	Spencerian Business School.	Chas. B. Hall	2	62	48	110	110
NORTH CAROLINA.								
341	Asheville	Asheville Business College..	H. S. Shockley	2	3	187	121	308
342	Charlotte	Charlotte Commercial College.*	J. C. Mintz	2	2	51	40	91
343	do	Fleming University of Short-hand.	Geo. M. Fleming	1	21	24	45	45
344	Raleigh	King's Business College	J. H. King	3	1	200	80	280
NORTH DAKOTA.								
345	Grand Forks	Northwestern College and Commercial Institute.	J. J. Swengel	4	1	105	65	170
OHIO.								
346	Akron	Miller's Actual Business Col-lege.	E. E. Workman	2	1	125	109	234
347	do	Hammel Business College*.	P. Hammel	3	1	92	66	158
348	Ashtabula	Ashtabula Business College.	H. O. Warren	2	1	25	55	80
349	Cambridge	Campbell Business College..	Ica Campbell	2	18	22	40	40

* Statistics of 1900-1901.

schools in United States in 1901-2—Continued.

Actual number of students enrolled.				Average daily attendance.		In commercial course.		In amanuensis course.		In English course.		In telegraphy.		Months necessary for graduation.		Graduates in commercial course.		Graduates in amanuensis course.		
Day school.		Evening school.																		
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Day course.	Evening course.	Male.	Female.	Male.	Female.	
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
110	85	25	46	114	65	40	50	20	75	10	.....	5	.....	16	24	38	50	13	21	313
50	150	20	8	.....	.....	30	15	70	158	.....	.....	.....	.....	6	12	.....	.....	.....	.....	314
87	5	.....	.....	40	.....	.....	.....	.....	.....	.....	.....	87	5	.....	.....	.....	.....	.....	.....	315
76	64	.....	.....	.....	.....	49	11	27	53	.....	.....	.....	.....	6	.....	.....	.....	.....	.....	316
17	15	12	1	16	10	15	4	2	13	7	1	.....	.....	.....	.....	1	.....	.....	3	317
16	32	12	5	20	8	20	30	20	30	.....	.....	5	.....	.....	.....	.....	.....	.....	.....	318
20	1	4	2	15	5	15	1	5	.....	3	.....	5	.....	5-6	6-10	4	.....	.....	.....	319
39	28	29	24	45	38	50	30	15	25	.....	.....	.....	.....	6	12	20	10	6	15	320
32	17	.....	.....	.....	.....	10	2	13	14	9	1	.....	.....	6	10	.....	.....	.....	.....	321
8	17	.....	.....	12	.....	8	17	8	17	.....	.....	.....	.....	9	.....	.....	.....	.....	.....	322
114	107	.....	.....	125	.....	101	49	34	98	.....	.....	.....	.....	6-8	.....	39	18	7	21	323
150	150	.....	.....	.....	.....	80	25	88	107	.....	.....	.....	.....	8	.....	35	10	45	65	324
20	22	10	18	30	10	10	25	20	39	5	2	.....	.....	6	12	6	18	16	28	325
80	70	40	20	110	50	70	50	50	40	.....	.....	.....	.....	8	14	12	4	13	39	326
3	120	7	63	25	20	.....	.....	10	183	.....	.....	.....	.....	6	8	.....	.....	3	42	327
423	217	176	63	350	125	505	40	94	240	.....	.....	.....	.....	12	9	83	3	12	64	328
185	120	95	80	65	35	160	26	45	140	30	17	44	18	8	12	16	7	10	35	329
52	45	82	45	65	53	54	26	38	71	82	68	48	8	4-6	5-9	24	17	14	52	330
628	721	342	278	812	421	319	206	309	835	72	36	.....	.....	6	10	112	23	182	519	331
24	27	5	3	21	6	13	3	15	28	.....	.....	.....	.....	.....	4	1	6	17	332	
35	45	.....	.....	75	.....	.....	.....	35	45	.....	.....	.....	.....	6-8	8	.....	.....	25	40	333
406	150	125	50	.....	.....	391	95	145	100	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	334
57	62	23	12	85	25	40	15	17	47	.....	.....	3	.....	6	18	14	8	6	17	335
39	46	9	15	65	15	32	41	3	.....	.....	.....	4	2	6	10	37	48	.....	.....	336
23	116	3	12	140	25	10	40	20	75	20	75	.....	.....	6	6	1	.....	3	14	337
196	73	75	18	150	64	186	31	62	43	17	13	4	6	.....	.....	120	40	37	39	338
105	98	.....	.....	.....	.....	56	25	13	62	30	10	.....	.....	4	.....	4	3	.....	.....	339
23	35	39	13	.....	.....	31	11	36	48	13	.....	.....	.....	7	12	6	6	8	25	340
97	63	90	58	49	23	84	47	65	48	27	15	9	7	8	12	74	58	39	54	341
51	40	.....	.....	.....	.....	33	10	23	40	51	40	14	1	8	.....	5	2	2	3	342
8	21	8	8	10	5	.....	.....	21	24	21	24	.....	.....	6-9	9-12	.....	.....	10	16	343
170	70	30	10	65	15	190	40	75	60	12	3	.....	.....	6	10	25	5	4	6	344
90	60	15	5	75	8	60	20	10	30	20	10	.....	.....	6	9	4	3	3	5	345
88	99	42	10	80	25	60	30	20	70	6	.....	.....	.....	6	10	60	20	15	70	346
65	55	27	11	.....	.....	60	29	15	37	12	5	.....	.....	4-8	10-12	.....	.....	.....	.....	347
15	50	10	5	60	10	24	45	5	20	.....	.....	.....	.....	6	.....	6	9	3	8	348
12	15	6	7	30	10	4	5	8	10	.....	.....	.....	.....	5	8	4	4	6	10	349

TABLE 11.—Statistics of commercial and business

Post-office.	Name.	Executive officer.	In- stru- cters.		Actual num- ber of stu- dents en- rolled.			
			Male.	Female.	Male.	Female.	Total.	
1	2	3	4	5	6	7	8	
OHIO—continued.								
350	Canton	Canton Actual Business College.	W. W. Patterson.....	4	2	190	60	250
351	Cincinnati	Miss Littleford's Shorthand School.	B. Littleford.....	4	4	78	295	373
352	.....do	Nelson's Business College...	R. J. Nelson.....	4	3	185	175	360
353	.....do	St. Joseph College	Jos. M. Scherer.....	7	4	102	102	204
354	.....do	The Bartlett Commercial College.*	C. M. Bartlett.....	4	4	200	200	400
355	.....do	Traub's Cincinnati Business College and Telegraphic School.	Louis Traub.....	3	2	130	123	253
356	Cleveland	Berkey and Dyke's Private Business School.	Berkey & Dyke.....	6	1	282	186	418
357	.....do	Spencerian Commercial School	H. J. Loomis.....	10	4	200	200	400
358	.....do	The Modern School.....	O. E. Hull.....	2	2	90	203	293
359	Columbus	Bliss Business College.....	C. A. Bliss.....	4	4	262	308	570
360	.....do	Hickle's Commercial College	Floyd Hickle.....	2	2	50	25	75
361	.....do	Ohio Business Institute.....	H. C. Rowland.....	3	1	76	83	159
362	.....do	Parsons's Business College*.	H. B. Parsons.....	3	3	75	50	125
363	Dayton	Gem City School of Business.	Mrs. V. A. Matthews.....	1	1	25	43	68
364	.....do	Lentz Commercial College..	Oley De Arlington.....	1	1	25	60	85
365	Dennison.....	Dennison Business College..	Mary A. Morgan.....	1	1	13	9	22
366	East Liverpool.....	Ohio Valley Business College.	Frank T. Weaver.....	3	3	161	105	266
367	Lancaster	Columbia Commercial University.	J. E. Joiner.....	1	1	26	26	52
368	Lima	Lima Business College.....	Howard W. Pears.....	3	1	90	75	165
369	Mansfield	Mansfield Business College..	P. W. Frederick.....	1	2	13	26	39
370	.....do	Ohio Business College.....	C. C. Short.....	3	2	42	23	65
371	Marietta	The Marietta Commercial College.	Benn J. Ferguson.....	2	1	49	53	102
372	Massillon.....	Massillon Actual Business College.	H. G. Yocum.....	3	2	46	31	77
373	Newark	Newark Business College....	S. L. Beeney.....	1	2	140	40	180
374	Oberlin	Oberlin Business College....	J. T. Henderson.....	4	2	200	109	309
375	.....do	Oberlin School of Telegraphy.	G. L. Durand.....	2	1	30	12	42
376	Piqua	Beck's Academy	C. E. Beck.....	1	1	18	14	32
377	Portsmouth	Graham's Business College..	W. R. Graham.....	2	2	72	53	125
378	Sandusky	Sandusky Business College..	T. W. Bookmyer.....	4	1	149	68	217
379	Springfield	Nelson's Business College..	A. C. Jones.....	2	2	157	44	201
380	.....do	Williss Business University*.	F. W. Willis.....	3	1	41	29	70
381	Stuebenville	Stuebenville Business College.	J. T. Thompson.....	3	2	79	69	148
382	Tiffin	Heidelberg Commercial College.	C. C. Kennison.....	2	1	25	40	65
383	Toledo	Davis Business College.....	M. H. Davis.....	5	2	300	200	500
384	Warren.....	Bryant, Stratton and Smith Business College.	Geo. H. St. John.....	4	1	61	66	127
385	Wooster	Yocum's Bixler Business College.	O. M. Yocum.....	2	1	57	48	105
386	Youngstown	Brown's Business College..	J. C. Browne.....	2	2	35	40	75
387	.....do	Hall's Business University..	Edwin A. Hall.....	3	1	75	84	159
OKLAHOMA.								
388	Guthrie	Capital City Business College.	R. A. Gaffney.....	4	3	83	164	247
389	Oklahoma City.....	Oklahoma City Business College.	J. W. Butcher.....	3	1	64	60	124
OREGON.								
390	Portland	Behnke-Walker Business College.	H. W. Behnke.....	4	2	20	67	87
391	.....do	Holmes English and Business College.	Mrs. G. Holmes Lawrence.	3	5	147	105	252

* Statistics of 1900-1901.

schools in United States in 1901-2—Continued.

Actual number of students enrolled.				Average daily attendance.		In commercial course.		In amanuensis course.		In English course.		In telegraphy.		Months necessary for graduation.		Graduates in commercial course.		Graduates in amanuensis course.		
Day school.		Evening school.		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Day course.	Evening course.	Male.	Female.	Male.	Female.	
9	10	11	12																	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
75	100	50	25	125	40	60	15							7	16	40	45		350	
48	276	30	19					50	190					6	10			50	190	351
175	165	10	10	150	15	118	52	125	144					12	18					352
102				85		60		12		102				30		8		3		353
150	150	50	50	250	60	200	200	150	150					12	24					354
50	88	80	35	65	48	30	15	95	100			7	8	6	12	19	8	60	75	355
103	145	128	42	115	55	143	51	89	135					6	12					356
150	150	75	25	200	100	100	50	50	100					12	24					357
75	180	15	23	106	15	35	50	18	50											358
230	270	32	38	200	45	160	110	130	170	230	270			12	12	100	50	65	85	359
20	10	30	15	25	15	25	15							6	8	35	10			360
76	83					40	10	21	85					6		10	3	12	38	361
75	50					75	50							6	6					362
22	39	3	4			22	39							5	6	22	39			363
15	70			40	30			25	60					6	12			20	30	364
7	8	6	1			2	1	8	7	4	2			6				3	4	365
89	86	50	41	60	50	91	14	28	72	35	42			6-8	10-12	15	1	2	20	366
15	23	11	3			28	22	5				2		6	12		1	2	12	367
79	68	11	7	80	12	50	25	29	43					6	9-12	44	20	26	32	368
13	26			15		9	4	5	21											369
42	23			40		42	12	12	20					6	12	40	10	10	18	370
37	38	12	15	30	15	46	39	30	50	49	53			4-8	6-12	16	12	5	10	371
34	28	12	3	60	14	29	10	17	21					6-9	12-18	21	8	10	16	372
90	25	50	15	100	50	110	25	30	15					4	6	75	20			373
200	109					147	36	60	81					12						374
30	12											30								375
18	14			26		12	4	6	12					6		5	2	4	8	376
27	38	45	15	57	35	33	19	12	34	12	8			8-10	12-15	9	10	3	7	377
149	68					116	30	33	38					8		33	9	13	21	378
142	44	15		60	12	144	17	13	27					6	14		1			379
41	29			60		13	12	41	29	41	29			18			1			380
53	59	26	10	45	10	38	9	28	55	13	5			6-12	8-12	6		5	8	381
25	40			35		20	5	4	35					6		8				382
200	150	100	50	300	100	150	50	150	100	300	200			12	24	100	50	100	100	383
45	52	16	14	63	27	45	29	37	56	61	66					14	12	5	18	384
57	48			50		15	15	43	32					8		10	12	16	10	385
35	40			72		35	40	20	36					7		15	30	6	25	386
60	69	15	15	75	23	72	60	60	50					12	24	16	24	7	31	387
70	112	33	32	140	56	53	39	30	125					8	5	27	17	12	80	388
44	50	20	10	40	15	44	10	20	50	20	25			6	8	7	3	10	12	389
15	45	5	22	14	8	4	3	13	51	2	3	13	2	6	12	3	2	10	40	390
147	105			200		100	50	25	75	147	105			6		50	25	20	50	391

TABLE 11.—Statistics of commercial and business

	Post-office.	Name.	Executive officer.	In-struct-ors.		Actual num-ber of stu-dents en-rolled.		
				Male.	Female.	Male.	Female.	Total.
	1	2	3	4	5	6	7	8
OREGON—cont'd.								
392	Portland	Portland Business College...	A. P. Armstrong.....	5	4	350	175	525
393	Salem	Capital Business College....	W. I. Staley	2	2	68	31	99
PENNSYLVANIA.								
394	Allentown.....	Allentown Business College.	W. L. Blackman.....	4	...	85	37	122
395	.....do.....	American Business College..	O. C. Dooney.....	6	2	208	85	293
396	Altoona.....	Altoona Business College....	W. F. Isenberg.....	1	1	93	60	153
397	.....do.....	Zeth School	G. G. Zeth	2	2	192	103	295
398	Charleroi.....	The Tubbs Business College..	D. C. Tubbs.....	2	2	65	55	120
399	Chester.....	Sleeper's School of Stenogra- phy.	Jos. Sleeper.....	1	1	21	3	24
400	Connellsville.....	Douglas Business College....	D. E. Brightbill.....	1	1	37	25	62
401	Corry.....	Corry Business College.....	C. H. Geiger.....	2	1	10	21	31
402	Dubois.....	Dubois College of Business..	G. W. Thorn.....	2	1	80	65	145
403	Easton.....	Easton School of Business..	S. L. Jones.....	3	...	81	69	150
404	Erie.....	Davis Shorthand School.....	W. O. Davis.....	1	2	42	67	109
405	.....do.....	Erie Business University.....	J. M. Glazier.....	2	2	65	37	102
406	Harrisburg.....	Harrisburg Business College.	J. E. Garner.....	1	2	65	95	160
407	.....do.....	School of Commerce.....	J. C. Shumberger and G. S. McClure.	3	1	95	80	175
408	Johnstown.....	Rowe College *	D. I. Rowe.....	7	3	165	98	263
409	Lancaster.....	Lancaster Business College..	H. C. Weivler.....	3	1	62	60	122
410	Lebanon.....	Lebanon Business College....	M. G. Denlinger.....	4	2	209	76	285
411	Lockhaven.....	Lockhaven Business Col- lege.	Benj. F. Pletcher.....	1	1	26	16	42
412	Meadville.....	Meadville Commercia' Col- lege.	Miss S. L. Boyd.....	3	3	88	64	152
413	Newcastle.....	Newcastle Business College..	J. L. Smith.....	3	1	85	57	142
414	Norristown.....	Schissler College of Business.	A. J. Schissler.....	12	5	390	350	740
415	Oil City.....	Oil City Business College....	E. R. Welch.....	1	2	33	20	53
416	Philadelphia.....	Banks Business College.....	Archibald Cobb.....	24	9	727	629	1,356
417	.....do.....	Frankford School of Business	Geo. E. Harvey.....	3	...	25	15	40
418	.....do.....	Germantown Business Col- lege.	W. J. Zeiders.....	4	1	48	54	102
419	.....do.....	Haven College of Literature and Business.	Curtis Haven.....	3	2	31	47	78
420	.....do.....	Palms Business College.....	Theo. W. Palms.....	4	2	102	102	204
421	.....do.....	Palmer's College.....	O. R. Palmer.....	2	2	79	197	276
422	.....do.....	Peirce School	L. B. Moffett.....	30	4	1080	571	1,651
423	.....do.....	Union Business College.....	James M. Lingle.....	8	3	194	200	394
424	Pittsburg.....	Commercial High School.....	S. D. Everhart.....	6	9	221	302	523
425	.....do.....	Duff's Mercantile College....	William H. Duff.....	9	...	345	135	480
426	.....do.....	Reno Shorthand and Pen- manship School.	Marshall H. Reno.....	4	2	164	409	573
427	.....do.....	The Martin Shorthand School.*	H. L. Andrews and J. P. McConeahy.	4	6	274	315	589
428	Pottsville.....	Commercial Union School..	G. A. Fransue.....	1	...	25	35	60
429	Pottstown.....	Pottstown Business College.	F. E. Kelley.....	3	...	55	30	85
430	Reading.....	Inter State Commercial Col- lege.	H. Y. Stoner.....	5	1	155	77	232
431	.....do.....	Reading Academy and Busi- ness College.	J. V. George.....	3	...	53	21	74
432	Scranton.....	Scranton Business College*.	H. D. Buck and A. R. Whitmore.	4	1	427	146	573
433	Sharon.....	Sharon College of Commerce	J. P. Amspoker.....	1	2	56	71	127
434	South Bethlehem.	South Bethlehem Business College.	W. F. Magee.....	5	1	189	95	284
435	Towanda.....	Towanda Business College..	M. S. Cronk.....	1	...	22	21	43
436	Union City.....	Keystone School of short- hand and Bookkeeping.*	W. E. Ackerman.....	1	1	12	30	42
437	Warren.....	Warren Business University.	W. F. M. Williams.....	4	2	84	46	130
438	Washington.....	Washington Business College.	Louis Van Orden.....	1	6	112	104	216
439	Waynesburg.....	Waynesburg Business College	H. E. Barnes.....	1	1	28	28	56

* Statistics of 1900-1901.

schools in United States in 1901-2—Continued.

Actual number of students enrolled.				Average daily attendance.		In commercial course.		In amanuensis course.		In English course.		In telegraphy.		Months necessary for graduation.		Graduates in commercial course.		Graduates in amanuensis course.			
Day school.		Evening school.		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Day course.	Evening course.	Male.	Female.	Male.	Female.		
9	10	11	12																	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
350	175	68	31	250	100	325	100	100	150	25	10			6-9	9	175	50	25	40	392	393
44	29	156	63	44	5	37	20	31	6	42	24	10	1	5-10	8-20	6	2	13	11	394	395
98	60	114	90	52	22	160	40	126	31	73	48	9	6	10	20	4	6	3	3	396	397
50	78	50	14	13	63	38	90	29	190	94	35	20		6	9	75	18	109	80	397	398
	21		3		23				30	4	23	40	38			10	5	4	13	398	399
25	22	8	17	12	3			30	20	7	5	37	25	6-10	6-10	20	15	3	5	400	401
70	60	39	42	10	5	75	40	40	25	20	40	50	40							402	403
18	52	50	30	24	15	28	15		42	67	6	2		6-10	12-20	7			20	404	405
44	80	56	51	21	15	7	43	16	45	15	5	62	77	6-8	12-14	12	5	4	18	405	406
	39		29		60	42		30	45	44	80	44	80	8	14					406	407
	39		29		60	42		30	45	44	80	44	80	8	14					406	407
165	98	40	47	22	13	38	12	40	30	22	30					6	12	2	8	408	409
184	64	20	16	25	12	60	30	209	76					6	12	142	35	4	3	410	411
	6		21	5		5	20	4	9	13				7	12	3	2		5	411	
88	64							54	18	26	40	43	34	10	6-12	20	13	28	14	412	
37	42	340	320	48	15			64	10	15	53			9	12	2		5	8	413	414
24	18	341	450	9	2	420	232	14	4	11	16	7		10	18	40	17	45	50	414	415
	8		9					14	4	11	16	7		10	18	44	54	45	186	416	417
	15		38	59		35	25	15						7	10					417	418
19	34		12	13	21	11		31	47	31	47	31	47	9	12	9	14	9	14	419	
54	72	28	143	48	30			75	50	40	75			7	12	22	7	2	22	420	421
446	341	62	341	51	54			11	19	75	195			6	9					422	423
221	302	250	110	634	230	476	512	817	176	236	398	1,080	571	7-10	15-20	70	24	15	59	422	423
221	302	221	302	72	175	175	112	55	82	145				12	18	39	97	39	97	423	424
250	110	121	387	95	25	200	75	345	135	345	135	345	135	20	40	50				424	425
	43		22					345	135	345	135	345	135	4	10	145	35	60	30	425	426
78	314		158	39	145	85				274	315	274	315	6-7	8-10			74	298	427	
25	35	45	25		54			25	35	12	20			10		12	14	4	15	428	
95	45	95	45	60	32	60	75	40	10	18	22			12		15	10	9	16	429	430
	60		5					97	34	40	45	32	6	8-10		19	6	14	12	430	
32	14		21	7	30	19		17	11			36	10			5	4			431	
218	94		209	52				427	146											432	
19	52	80	71	50	6			32	18	11	37	28	3	8-11	15-20	8	5	2	21	433	434
	109		24					72	60	97	26	20	9	6-10	8-15	8	14	16	9	434	
19	20		3	1				9	8	10	9	3	0		10	20	7	7	8	435	436
12	30							12	30											436	
73	40	91	89	11	6	80	10	50	25	40	26	84	46	9	12					437	438
20	25		8	3	22	10		99	55	35	66	99	55	6-8	6-12	60	50			438	439
	8		3					24	13	4	23	3		6	12	3	8	1	14	439	

TABLE 11.—Statistics of commercial and business

Post-office.	Name.	Executive officer.	In-struct-ors.		Actual number of stu-dents en-rolled.			
			Male.	Female.	Male.	Female.	Total.	
1	2	3	4	5	6	7	8	
PENNSYLVANIA—continued.								
440	Westchester	Westchester Business Col-lege.	J. B. Martin	3	10	15	25	
441	Williamsport	Potts Shorthand College	J. G. Henderson	2	125	98	223	
442	.....do	Williamsport Commercial College.	Healey & Tomb	5	192	68	255
RHODE ISLAND.								
443	Providence	Bryant -Stratton Business College.	Theodore B. Stowell..	7	2	143	167	310
SOUTH CAROLINA.								
444	Charleston	Charleston Mercantile School	Maizie J. Bergmann..	2	20	15	35	
445	.....do	Stokes Business College	A. L. Stokes	2	43	22	65
446	.....do	Y. M. C. A. Night School ....	.....	6	1	25	25
447	Columbia	Columbia Business College ..	W. H. Newberry	2	48	55	103	
448do	Macfeats Business College ..	W. H. Macfeats	2	2	40	110	150
SOUTH DAKOTA.								
449	Aberdeen	Aberdeen Business College..	H. A. Way	1	1	45	27	72
450	Sioux Falls	Sioux Falls Business College.	G. C. Christopherson .	4	5	141	42	183
451	Watertown	Watertown Commercial Col-lege.	D. T. Walker	2	1	85	45	130
TENNESSEE.								
452	Chattanooga	Mountain City Business Col-lege.	E. L. Wiley and J. A. Wiley.	3	1	283	135	418
453	Henderson	The Georgie Robertson Christian College.	A. G. Freed	9	6	300	215	515
454	Knoxville	Knoxville Business College.	H. Woodward	3	175	75	250	
455do	McAllen Business and Short-hand College.	John A. McAllen	2	2	84	52	136
456do	Young's College of Short-hand.*	L. B. Smith	2	1	31	34	65
457	Memphis	Watson Business College	W. T. Watson	1	3	123	61	184
458	Nashville	Fall's Business College	Alexander Fall	4	6	647	585	1,232
459	.....do	Jennings Business College...	R. W. Jennings	3	62	39	101
TEXAS.								
460	Austin	Griffitts College of Com-merce.*	D. A. Griffitts	4	3	180	90	270
461	.....do	St. Edward's College	John T. Boland	22	183	183	183
462	Dallas	Dallas Commercial College ..	G. A. Harmon	4	2	300	250	550
463do	Metropolitan Business Col-lege.	A. Ragland	6	2	350	150	500
464	Fort Worth	Draighon's Practical Busi-ness College.	J. W. Draighon	5	2	500	100	600
465do	Fort Worth Business College.	F. P. Preuitt	5	2	324	74	398
466	Houston	The Massey Business College	C. F. Beutel	4	1	312	149	461
467	Omen	Summer Hill Business Col-lege.	Rev. N. Smylie	1	21	5	26	
468	Paris	Southwestern Business Col-lege.	E. M. Charlier	3	1	221	67	288
469	San Antonio	Alamo City Commercial Col-lege.	Shafer & Downey	6	425	175	600	
470	San Marcos	Lone Star Business College..	M. C. McGee	1	1	82	19	101
471	Tyler	Tyler College	H. E. Byrnc and N. Adair.	.....	350	250	600
472	Waco	Toby's Practical Business College.	Edward Toby	6	2	487	84	571
473do	Hill's National Business Col-lege.	R. H. Hill	9	1	550	100	650

* Statistics of 1900-1901.

schools in United States in 1901-2—Continued.

Actual number of students enrolled.				Average daily attendance.		In commercial course.		In amanuensis course.		In English course.		In telegraphy.		Months necessary for graduation.		Graduates in commercial course.		Graduates in amanuensis course.		
Day school.		Evening school.		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Day course.	Evening course.	Male.	Female.	Male.	Female.	
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
10	15			25		4		9	15					8		10	15		440	
88	69	49	22	71	52			115	67					5	7			100	60	441
147	40	45	23			60	32	50	80					6	12	20	6	15	12	442
143	167			180		129	71	18	104	143	167			10		25	32	7	62	443
20	15					10	10			10	5									444
32	18	11	4	30		32	18	32	18					6-9	9-12	4	2		2	445
		25		21		12				9						9				446
40	51	8	4			48	55	48	55					4-5	8-12					447
40	110					50	15	40	100					4-6	6-8	50	15	40	100	448
45	27			30		24	9	6	10	17	17			6						449
122	34	19	8			106	9	19	28	20	6			6-9		23	3	2	4	450
85	45					42	15	23	20	20	10			6		10	12	13	16	451
211	123	72	12			283	135													452
300	215			450		50	25	12	8	175	150			60		15	10	1		453
150	100			75		125	25	30	70					6		26	9	11	13	454
57	51	27	1	23	7	42	15	30	37	24	38	1		7	12	1				455
26	33	5	1	90	95			29	34			2		4	6			3	4	456
102	52	21	9	58	18	123	61	25	40					6	10	17	9	6	4	457
422	514	225	71	500	400	647	585	647	585	647	585	79	11	6-9	8-12	516	489	516	489	458
62	39					62	39							2-4		72				459
180	90					180	90													460
183				183		98		40		30		10		20		6		4		461
200	200	100	50	90	50	150	50	100	150	50	50			6	12	75	25	50	75	462
350	150					250	20	100	30							150	10			463
500	100			200	75	350	100	100	50					4-8	8-16	400	100	150	50	464
300	34	24	40			250	50	250	50					10	20	14	5	12	30	465
264	140	48	9	174	24	282	9	30	140	98				6	9	46	1			466
21	5			14		20	2	6	3					4		9	2			467
221	67			75		198	17	43	58					9-18		1				468
300	150	125	25	200	100	250	100	75	90	35	15	25	10			100	40	35	50	469
82	19			31		82	19			82	19			6		7	4			470
350	250			300		150	100	100	75	50	32					100	56	90	64	471
409	69	78	15	275	65	363	11	92	105	487	84			6-8	10-20	268	6	63	68	472
550	100			250		500	10	50	86			40	4	4-6		150	4	15	5	473

TABLE 11.—Statistics of commercial and business

Post-office.	Name.	Executive officer.	In-struct-ors.		Actual num-ber of stu-dents en-rolled.			
			Male.	Female.	Male.	Female.	Total.	
1	2	3	4	5	6	7	8	
UTAH.								
474	Ogden.....	Intermountain Business College.	James A. Smith.....	2	3	107	43	150
475	Salt Lake City....	McKee's Business College...	J. B. McKee.....	2	....	40	34	74
476	.....do.....	Salt Lake Business College..	Joseph Nelson.....	5	2	312	130	442
VERMONT.								
477	Burlington.....	Burlington Business College.	E. G. Evans.....	2	2	81	64	145
478	Rutland.....	Rutland Business College...	L. J. Egelston.....	2	2	75	70	145
479	St. Johnsbury.....	St. Johnsbury Academy.....	A. H. Barbour.....	1	1	17	20	37
VIRGINIA.								
480	Danville.....	Danville Military Institute..	I. H. Saunders.....	6	....	75	....	75
481	Lynchburg.....	Piedmont College.....	J. W. Giles.....	3	2	115	85	200
482	.....do.....	Smith's Business College...	T. Parker Smith.....	2	2	15	27	42
483	Norfolk.....	Southern Shorthand and Business University.*	J. M. Ressler.....	7	3	200	200	400
484	Richmond.....	Smithdeal Practical Business College.	G. M. Smithdeal.....	6	3	258	127	385
485	Roanoke.....	National Business College...	E. M. Coulter.....	4	5	164	67	231
486	Staunton.....	Dunsmore Business College..	J. G. Dunsmore.....	5	2	152	58	210
WASHINGTON.								
487	Everett.....	Everett Commercial College.	A. E. Flowers.....	2	1	60	48	108
488	Seattle.....	Wilson's Modern Business College.	Judson P. Wilson....	6	2	325	275	600
489	Spokane.....	Northwestern Business College.	E. H. Thompson.....	6	1	183	152	335
490	.....do.....	The Blair Business College..	H. C. Blair.....	5	2	446	205	651
491	.....do.....	Engelhorn Business College*	Herman T. Engelhorn	5	3	180	95	275
492	Tacoma.....	Tacoma Business College...	W. K. Shoemaker....	3	2	84	92	176
493	Walla Walla.....	Empire Business College....	Wm. P. Underwood..	2	1	27	17	44
WEST VIRGINIA.								
494	Buckhannon.....	Seminary School of Business.	Geo. W. Broyles.....	1	2	75	22	97
495	Charleston.....	Capital City Commercial College.	W. B. Elliott.....	4	....	120	80	200
496	Fairmont.....	Elliott Commercial School..	Walter M. Evans.....	2	....	57	68	125
497	Huntington.....	Marshall Business College...	W. A. Ripley.....	3	2	95	47	142
498	Wheeling.....	Wheeling Business College..	J. M. Frasher.....	10	4	164	132	296
WISCONSIN.								
499	Ashland.....	Gordon's Business College...	E. D. Gordon.....	1	....	40	30	70
500	Beloit.....	Beloit Business College.....	W. H. Lee.....	4	3	60	45	105
501	Chippewa Falls..	Chippewa Falls Business College.*	C. H. Howieson.....	1	1	26	24	50
502	Green Bay.....	Green Bay Business College.	E. F. Quintal.....	3	....	112	63	175
503	Janesville.....	Valentine's School of Telegraphy.	Richard Valentine...	4	....	205	2	207
504	Kenosha.....	Kenosha College of Commerce.	Otis L. Trenary.....	4	2	119	50	169
505	La Crosse.....	Wisconsin Business University.	F. J. Toland.....	5	1	222	95	317
506	Madison.....	Northwestern Business College.	R. G. Deming.....	4	1	123	64	187
507	Marinette.....	Marinette Business College...	T. R. Hutchison.....	2	2	200	310	510
508	Milwaukee.....	Cream City Business College	H. A. Brown and W. W. Way.	7	2	299	230	529
509	.....do.....	Hoffman's Metropolitan Business College.	O. A. Hoffman.....	15	1	380	290	670

*Statistics of 1900-1901.

TABLE 11.—Statistics of commercial and business

	Post-office.	Name.	Executive officer.	In-struct-ors.		Actual num-ber of stu-dents en-rolled.		
				Male.	Female.	Male.	Female.	Total.
	1	2	3	4	5	6	7	8
WISCONSIN—cont'd.								
510	Milwaukee	Rheude's Business College and Drafting School.	Anton Rheude	5	1	235	20	255
511	.....do	Spencerian Business College	R. C. Spencer.....	5	6	257	213	470
512	Oshkosh	The Railway Telegraph Institute.	.....	2	1	200	2	202
513	Platteville.....	Platteville Business College.	J. Alcock	1	...	23	11	34
514	Portage.....	Story's College of Commerce and Training School.	H. A. Story.....	2	2	108	93	201
515	Racine	Racine Business College	A. R. Punke.....	2	2	65	60	125
516	Sheboygan	Wisconsin Business College.	H. P. Thompson.....	3	3	200	100	300
517	Stevens Point	Stevens Point Business Col-lege.	W. E. Allen	3	1	70	30	100
518	Wausau	Wausau Business College and Academy.	C. M. Boyles.....	3	2	78	81	159
519	.....do	Wausau Business University.	R. F. Davis.....	1	1	25	24	49
WYOMING.								
520	Cheyenne	Cheyenne Business College .	D. C. Royer.....	1	1	44	28	72

schools in United States in 1901-2—Continued.

Actual number of students enrolled.				Average daily attendance.		In commercial course.		In amanuensis course.		In English course.		In telegraphy.		Months necessary for graduation.		Graduates in commercial course.		Graduates in amanuensis course.		
Day school.		Evening school.																		
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Day course.	Evening course.	Male.	Female.	Male.	Female.	
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
65	10	170	10	60	120	110	12	80	8	40	.....	.....	.....	12	18	5	.....	6	8	510
174	176	88	37	.....	.....	139	41	85	135	.....	.....	.....	.....	10	.....	10	.....	30	125	511
200	2	.....	.....	50	.....	.....	.....	.....	.....	.....	.....	200	2	4	5	.....	.....	.....	.....	512
28	11	.....	.....	.....	.....	21	7	.....	.....	2	4	.....	.....	6	.....	8	2	1	4	513
108	93	.....	.....	.....	.....	49	20	21	40	12	3	.....	.....	5-6	.....	.....	.....	.....	.....	514
45	50	20	10	41	17	45	12	20	48	14	16	.....	.....	6-8	12	15	2	5	12	515
100	50	100	50	80	80	150	20	50	80	.....	.....	.....	.....	6	12	.....	.....	.....	.....	516
65	20	12	3	50	5	60	10	20	25	4	.....	.....	.....	6	12	40	8	15	20	517
60	70	18	11	51	15	78	81	.....	.....	.....	.....	.....	.....	.....	.....	23	26	.....	.....	518
25	24	.....	.....	45	.....	20	8	6	15	.....	.....	.....	.....	6	.....	20	3	5	12	519
23	27	21	1	.....	.....	12	6	32	21	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	520

CHAPTER XLII.

SCHOOLS FOR NURSES.

The number of schools for training nurses reported for the year 1902 was 545, an increase of nearly 100 over the previous year. The number of nurses receiving instruction was 13,252, an increase of 1,653, and the number completing the course was 4,015. The value of the grounds and buildings of the hospitals reported was \$106,962,246. The endowment funds amounted to \$21,332,557.

Licensing nurses.—"A bill has been passed in the Illinois legislature providing for the examining and licensing of trained nurses by the State board of health.^a A movement is on foot among the nurses of Massachusetts to secure the enactment of a similar measure."

"An act to amend the public health law relative to the practice of nursing is now before the New York State legislature. The object of this amendment is to prevent ill-trained or incompetent persons from posing as nurses. The act provides that the regents of the University of the State of New York shall appoint a board of examiners, who shall judge of the fitness of candidates for registration as nurses. A candidate to be eligible for examination must be over the age of 21 years, of good moral character, and must hold a diploma from a training school for nurses connected with a hospital giving a course of at least two years. When these conditions have been fulfilled and the examination passed the successful competitors will be granted a certificate by the regents testifying to their qualifications to practice as registered nurses, and shall have the right to style themselves as such, which privilege will be denied to all others."^b

Trained nurses in Germany.^c—"The trained nurses of Germany are agitating a petition to the Government to grant them an official examination after a three years' course of training and a certificate for successfully passing the examination. This certificate can be withdrawn by the authorities in case of unworthy conduct on the part of the graduate. They also demand that the Government should not appropriate funds for the support of hospitals which exact more than eleven hours of service from the nurses and which have not made adequate provision for pensions in case of old age and sickness. The Government is also petitioned to supply means for an official three years' course of training."

Home for nurses.^d—"As a result of plans prepared by friends of the New York Hospital, the graduate nurses of this institution are to have a clubhouse and home. The building, including the purchase of a tract of land centrally situated, will cost \$300,000. The building will accommodate 130 nurses."

^a N. Y. Med. Jour., March 7, 1903. This bill, however, was vetoed by the Governor.

^b N. Y. Med. Record, March 14, 1903. This bill has since been amended and passed by the legislature and approved by the Governor.

^c Jour. A. M. A., Nov. 15, 1902.

^d Jour. A. M. A., Dec. 6, 1902.

TABLE 1.—Summary of statistics of schools for training nurses, for 1902.

States.	Schools.	Beds for patients. ^a	Nurse pupils.			Value of grounds and buildings of the hospitals.	Endowment funds of the hospitals.	Benefactions received during the year.
			Men.	Women.	Graduated in 1902.			
United States	545	108,435	1,376	11,876	4,015	\$106,962,246	\$21,332,557	\$3,341,055
North Atlantic Division ...	274	61,872	743	6,584	2,296	70,080,028	18,965,387	2,379,154
South Atlantic Division ...	54	8,786	74	936	304	5,792,500	342,179	149,400
South Central Division ...	19	3,579	24	281	98	1,905,500	75,000	2,200
North Central Division ...	164	30,456	518	3,282	1,114	27,109,218	1,771,991	737,600
Western Division	34	3,742	17	793	268	2,075,000	178,000	72,701
CLASS A.								
<i>Hospitals not for insane.</i>								
Whole number	492	48,541	321	10,488	3,456	50,496,668	20,571,115	3,171,055
North Atlantic Division:								
Maine.....	4	282	1	92	33	451,227	219,225	6,000
New Hampshire	6	176	1	78	28	115,000	100,418	63,700
Vermont.....	4	93	3	29	9	61,000	.....	.....
Massachusetts	47	3,852	19	1,138	374	7,428,777	7,444,043	598,915
Rhode Island.....	4	515	2	114	43	1,217,076	772,315	.....
Connecticut.....	8	794	.....	189	71	387,000	793,000	12,000
New York.....	79	12,080	143	2,239	805	13,399,256	3,570,958	820,479
New Jersey.....	22	1,542	.....	371	130	1,383,566	531,500	39,800
Pennsylvania.....	69	7,290	15	1,531	485	7,808,317	4,776,486	728,260
South Atlantic Division:								
Delaware.....	2	91	.....	30	9	125,000	48,179	15,000
Maryland.....	13	1,823	.....	285	83	1,318,000	88,000	25,000
District of Columbia	7	851	.....	191	68	344,000	.....	5,000
Virginia.....	11	803	.....	160	39	645,000	5,000	12,400
West Virginia.....	4	250	3	35	19	170,000	31,000	16,500
North Carolina.....	4	171	.....	35	7	119,500	20,060	13,500
South Carolina.....	3	182	.....	33	13	116,000	.....	500
Georgia.....	5	279	.....	60	15	205,000	150,000	1,500
Florida.....	1	50	.....	12	5	.....	.....	.....
South Central Division:								
Kentucky.....	6	422	1	68	28	87,500	25,000	1,000
Tennessee.....	4	335	6	46	13	220,000	.....	.....
Alabama.....	2	230	9	33	4	260,000	.....	1,200
Mississippi.....	1	164	0	8	0	175,000	.....	.....
Louisiana.....	3	1,020	.....	75	24	590,000	50,000	.....
Texas.....	1	160	.....	22	12	70,000	.....	.....
Arkansas.....	1	24	6	4	6	3,000	.....	.....
North Central Division:								
Ohio.....	22	2,181	.....	461	114	4,510,984	661,480	273,658
Indiana.....	12	713	1	162	45	669,000	16,560	25,500
Illinois.....	35	2,544	20	749	256	2,200,531	588,891	133,542
Michigan.....	14	1,253	55	386	179	1,035,000	212,000	25,050
Wisconsin.....	10	875	4	204	51	643,000	1,000	160,000
Minnesota.....	10	1,018	5	255	79	1,214,874	58,400	10,000
Iowa.....	11	570	1	144	46	333,060	105,000	5,500
Missouri.....	19	1,622	.....	272	75	666,000	99,720	82,000
Nebraska.....	6	221	8	88	31	185,000	.....	9,600
Kansas.....	8	323	1	96	19	205,000	25,000	12,750
Western Division:								
Montana.....	1	24	.....	8	1	.....	.....	.....
Wyoming.....	1	60	.....	6	2	30,000	.....	.....
Colorado.....	7	741	5	146	24	448,000	40,000	.....
Utah.....	1	100	0	26	7	90,000	.....	12,000
Washington.....	4	239	2	69	22	129,000	11,000	3,000
Oregon.....	3	455	.....	72	23	180,000	75,000	4,000
California.....	17	2,123	10	466	129	1,198,000	52,000	58,701
CLASS B.								
<i>Hospitals for insane.</i>								
Whole number	53	59,894	1,055	1,388	559	56,465,638	761,442	170,000
Maine.....	1	210	10	12	0	500,000	.....	.....
New Hampshire	1	470	.....	26	11	350,000	300,000	15,000
Vermont.....	1	527	10	15	5	.....	.....	.....
Massachusetts	6	4,034	124	271	74	5,668,220	207,442	.....
Rhode Island.....	1	180	38	32	10	1,500,000	250,000	95,000
New York.....	14	23,209	168	234	140	22,300,546	.....	.....
New Jersey.....	2	2,395	29	40	13	3,800,000	.....	.....
Pennsylvania.....	5	4,223	180	173	65	3,710,043	.....	.....
Maryland.....	1	422	6	6	0	500,000	.....	60,000

^a For hospitals for insane the number of inmates is given.

TABLE 1.—Summary of statistics of schools for training nurses, for 1902—Continued.

States.	Schools.	Beds for pa- tients. ^a	Nurse pupils.			Value of grounds and build- ings of the hospitals.	Endow- ment funds of the hos- pitals.	Benefac- tions received during the year.
			Men.	Wom- en.	Grad- uated in 1902.			
CLASS B—continued.								
<i>Hospitals for insane—C't'd.</i>								
District of Columbia.....	1	2,260	20	35	30	\$1,500,000	.....	.....
Virginia.....	1	470	5	4	4	250,000	.....	.....
South Carolina.....	1	1,134	40	50	12	500,000	.....	.....
Alabama.....	1	1,224	2	25	6	500,000	.....	.....
Ohio.....	3	3,441	67	78	37	4,700,000	.....	.....
Indiana.....	2	1,442	70	64	27	1,144,167	.....	.....
Illinois.....	1	2,300	25	50	11	1,227,495	.....	.....
Michigan.....	3	3,054	69	83	48	2,431,622	.....	.....
Minnesota.....	3	3,581	43	57	20	2,435,825	.....	.....
Iowa.....	4	4,288	99	93	46	3,047,780	.....	.....
Missouri.....	1	1,130	50	45	0	400,000	.....	.....

^a For hospitals for insane the number of inmates is given.

TABLE 2.—Statistics of training schools for nurses for the year 1902.

Location.	Name of institution.	Beds for patients.	Opening of school for nurses.	Superintendent of school.	Session closes.	Pupils.		Years in the course.			Monthly allowance to pupils.			Estimated value of ground and buildings of the hospital.	Endowment funds of the hospital.	Benefactions received during the year.
						Men.	Women.	1902.	10	11	12	13	14			
1	Birmingham, Ala.															
2	Tuskegee, Ala.	200	1900	Sister Chrysestom.	June 13	4	20	0	3	\$2	\$5	\$15	\$8	\$250,000		
3	Hot Springs, Ark.	30	1897	A. H. K. Knebrew, M. D.	May 29	5	13	4	3	8	8	8	10,000		\$1,200	
4	Haywards, Cal.	21	1900	Addie Robinson.		6	4	6	3	10	10	10	3,000			
5	Los Angeles, Cal.	300	1902	Edith Hobbs.		4	4	0	2	10	10	10	200,000	0		
6	do	105	1898	H. E. Woods.		52	19	2	6	6	11	5	200,000		0	
7	do	21	1898	Grace Johnson	June 8	10	5	2	2	5	10				600	
8	Los Angeles County Hospital *.	180	1894		June 20	24	8	2	2	5	10		30,000		0	
9	East Bay Sanitarium.	30	1896	Lonise A. Moore.	May 30	0	17	2	2	7	9	12	20,000	0		
10	San Francisco, Cal.	450	1891	Mary Patton.	June 30	47	92	3	3	10	10	20				
11	do	150	1895	Mary L. Fleming.	Mar. 31	36	7	3	3	8	12	20				
12	Homeopathic Sanitarium	45	1896	Etha B. Claffin.		0	18	8	21	8	10				0	
13	Hospital for Children	200	1880	Ada E. Payne.	June	0	48	12	3	5	5	5	\$250,000	\$27,000	38,600	
14	Leane Hospital	100	1895	Margaret T. Thompson	Mar. 31	2	38	10	3	0	0	10	250,000	\$25,000	15,101	
15	Pacific Hospital	30	1899	Pearl Milley	June 1	1	17	0	3	5	10	12	25,000	0	0	
16	St. Luke's Hospital	115	1889	Sophie L. Rutley	Mar. 31	0	39	10	3	10	12	15	100,000	0	0	
17	San Francisco Lying-in Hospital * and Foundling Asylum.*	150	1900	Mary M. White.	Sept. —	0	32	4	3	11	13	15		0	0	
18	do	67	1898			20			1	5			8,000			
19	Waldbeck Sanitarium *	60	1892	Florence A. Bangh.	June 30	5	41	16	3	7	10	12	100,000	0	0	
20	Garden City Sanitarium	200	1900	Nina Balknap	Dec. 31	1	5	6	3	5	10-15	15	15,000			
21	San Jose Sanitarium	100	1897	Sister Mary	June 15	1	15	0	3	10,5	15					
22	Colorado Sanitarium.	75	1896	Howard F. Rand, M. D.	Dec. 31	5	23	5	2	10	21	25	100,000	α 40,000		
23	Hospital of the University of Colorado.	40	1899	Annie E. Harris	June 1	0	6	1	3	8	8	8	18,000		0	
24	Arapahoe County Hospital	300	1886	Maudie Marsler	(b)	28	4	2	4	8	8	8				
25	Denver Homeopathic Hospital	23	1895	Isabelle Dye.	June 1	0	12	2	3	6	8	8	30,000	0	0	
26	St. Joseph's Hospital.	175	1901	Jeanie Wright.	June 15	0	35	0	3	6	6	6	200,000	0	0	
27	St. Luke's Hospital	70	1891	Mary B. Eyre.	(b)	0	30	7	3	6	10	10	100,000	0	0	
28	Pueblo, Colo.	58	1895	Isolette V. Jefferson.		12	5	3	3	6	10	10				
29	Bridgeport, Conn.	110	1884	Margaret S. Rogers.	June 15	0	30	12	2	α 8	α 12	α 12	α 310,000			
30	Danbury, Conn.	21	1883	Sue W. Cutler	June 1	0	11	5	2	8	10	10	α 25,000			
31	Hartford, Conn.	275	1877	Charlotte A. Brown	June 1	46	15	3	3	8	10	12	α 450,000			

31	Meriden, Conn.	Meriden Hospital.	1895	Rose G. Reed.	Sept. 30	0	7	3	2	10	12	25,000	23,000	5,000
32	New Haven, Conn.	Grace Hospital.	1894	R. I. Abbaugh	June 18	15	15	6	2	6	8	100,000		
33	do	New Haven General Hospital.	1873	Emma L. Stowe	June 11	60	21	3	6	6	6			
34	New London, Conn.	Memorial Hospital.	1895	Mary E. Hutchinson.	June	8	5	2	10	10	10	37,000	10,000	7,000
35	Norwich, Conn.	William W. Backus Hospital.	1893	May L. Love	June 20	18	4	2	8	12	12	200,000		0
36	Wilmington, Del.	Delaware Hospital.	1896	Elizabeth Ramsden	May 30	12	5	3	7	9	12	85,000	48,179	15,000
37	do	Homeopathic Hospital.	1889	Abda H. Turner	Mar. 30	12	4	3	8	9	10	40,000		
38	Washington, D. C.	Columbia University and Children's Hospital.	1890	June 1	0	42	19	3	3	9	9			
39	do	Freedmen's Hospital.	1894	Sara I. Fleetwood	May 5	0	30	13	2	5	5	250,000	0	0
40	do	Garfield Memorial Hospital.	1889	Georgia M. Nevins	May 31	0	38	8	3	7	7	54,000		
41	do	National Homeopathic Hospital.	1893	Carrie Fell	May 31	0	17	6	3	7	10			
42	do	Providence Hospital.	1894	Sister Camilla	June 15									
43	do	Sibley Memorial Hospital.	1888	Charlotte A. Aikens.	June 1	32	4	3	5	5	5	40,000		5,000
44	do	Washington Asylum and Emergency Hospital.	1899	Irene B. Leung	June 15		6	5	3	5	5			
45	Jacksonville, Fla.	St. Luke's Hospital.	1894	Anna L. Fetting	June 1	12	5	2	10	10	10			0
46	Atlanta, Ga.	Grady Memorial Hospital.	1898	Mary M. Ashford	May 20	0	22	4	3	9	9	125,000	0	0
47	do	MacVicar Hospital of Special Seminary.	1886	Amanda J. Lawson	May 14		14	2	3	0	0	25,000		0
48	do	Presbyterian Hospital.	1901	Edith M. Reynolds.	June 1	0	5	0	2	5	5			1,500
49	Augusta, Ga.	City Hospital.	1895	(b)		15	4	3	2	5	10	30,000		0
50	Savannah, Ga.	Welfare Hospital.	1900	Elleanor Winbush	May 31		4	0	2	5	10	25,000	150,000	0
51	Bloomington, Ill.	Brokaw Hospital.	1902	Caroline S. Platt	May 31	18	10	8	2	2		300,000		10,000
52	Chicago, Ill.	Atexian Brothers Hospital.	1891	Johanna Nelson	May	38	16	2	8	8	8	122,400	0	0
53	do	Augustana Hospital.	1891	Felici S. Howes	June	0	20	12	2	0	0	25,000	0	0
54	do	Chicago Baptist Hospital.	1892	E. F. Dawson	May 7	0	14	8	2	6	8	20,000	1,200	0
55	do	Chicago Homeopathic Hospital.	1891	Bertha M. Singer.	June 1	34	29	2	0	0	0	150,000		0
56	do	Chicago Hospital.	1890	Elizabeth C. Wettor	June 1	25	13	2	4	6	6	75,000		0
57	do	Chicago Polyclinic Hospital.	1901	M. R. Patterson War-	May	0	14	0	23	4	4		0	0
58	do	Chicago Union Hospital.	1901	ren, M. D.	June 25	0	17	6	2	5	5			
59	do	Englewood Union Hospital.	1894	Catherine Hewitt	June 25	0	17	6	2	5	5			
60	do	Frances Willard National Temperance Hospital.	1884	Amelia Greisbie	July 1		12	4	2					
61	do	German-American Hospital.	1886	W. Schuchron	Apr.	2	20	4	3	5	5	0	0	0
62	do	German Hospital.	1896	Anna M. Welner.	(b)	30	5	3	2	3	3	60,000	13,000	0
63	do	Hahnemann Hospital.	1894	Cora Overholt	June 5	0	35	17	0	0	0	100,000	120,000	0
64	do	Lakeside Hospital.	1892	Laura F. White	June 1	0	27	10	3	4	4			
65	do	Mary Sims Hospital.	1894	Mary C. Stewart	June 1	0	8	5	2	0	0			
66	do	Mary Thompson Hospital.	1895	Mrs. E. P. Harris	June 1	0	30	13	2	0	0	75,000	21,200	
67	do	Mercy Hospital.	1892	Sister M. Anthony	June 15	00	00	00	00	8	8	200,000		
68	do	Norwegian Tabitha Hospital.	1896	Oct.	Oct.	12	6	2	2	2	2	100,000		50,000
69	do	Provident Hospital.	1891	Cora E. Jones.	Oct.	21	6	2	3	5	5	40,000		
70	do	St. Joseph's Hospital.	1891	Augusta C. Robertson.	June 15	0	40	3	3	5	5	203,076	274,091	0
71	do	St. Luke's Hospital.	1886	Mayra C. Garrett.	(b)	0	61	14	3	4	4	225,000	12,000	5,892
72	do	Wesley Hospital.	1892	Mayra C. Garrett.	June	—	35	16	3	2	2	76,955		0
73	do	West Side Hospital.	1896	Hattie J. Robinson.	June	—	27	6	2	2	2	50,000		
74	do	Woman's Hospital.	1886		Dec. 10									

* In 1901.

a Approximately.

b No definite session.

TABLE 2.—Statistics of training schools for nurses for the year 1902—Continued.

Location.	Name of institution.	Beds for patients.	Opening of school for nurses.	Superintendent of school.	Session closes.	Pupils.			Months allowance to pupils.			Estimated value of grounds and buildings of the hospital.	Endowment funds of the hospital.	Benefactions received during the year.	
						Men.	Women.	Graduated in 1902.	Years in the course.	First year.	Second year.				Third year.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
75 Dixon, Ill.	Dixon Public Hospital.	14	1899	Ada M. Decker	Oct.	5	3	3	2	\$8	\$8		\$10,000	\$1,000	0
76 East St. Louis, Ill.	Henrietta Hospital.	50	1895	J. Newington	Oct.	9	2	2	2	8	10		25,000	0	0
77 Elgin, Ill.	Sherman Hospital*.	30	1896	Amie L. Locke	Apr.	0	12	6	2	(b)	6		90,000	44,000	\$43,900
78 Evanson, Ill.	Galesburg Hospital.	40	1899	M. Ada Bubb	May 28	11	4	3	2	4	4		22,500	0	0
79 Galesburg, Ill.	Moline City Hospital*.	23	1894	M. Ada Bubb	June 1	0	6	2	2	4	0		35,030	0	0
80 Moline, Ill.	Cottage Hospital.	35	1893	Eleanor J. Coolidge	June 10	21	9	9	2	e7	11		10,000	10,000	10,000
81 Peoria, Ill.	Blessing Hospital.	140	1894	Mary C. Wheeler	June 10	14	6	6	2	8	10		125,000	22,400	13,750
82 Quincy, Ill.	Rockford Hospital.	40	1891	Flora B. Patch	June 26	0	15	3	2	8	12		20,000	45,000	0
83 Rockford, Ill.	St. Anthony's Hospital.	30	1889	Margaret Rooney	June 30	6	5	2	2	4	4		35,000	0	0
84 Rock Island, Ill.	Springfield Hospital.	30	1900	H. E. Hanser	June 30	0	10	5	2	0	5		12,000	0	0
85 Springfield, Ill.	Clark Homeopathic Hospital.	48	1897	Sept. 1	(c)	0	6	0	3	8	10	\$10	30,000	0	0
86 Elkhart, Ind.	Evansville Sanitarium	a20	1894	Sara Bolton	Sept.	1	8	2	3	8	8	\$8	50,000	0	0
87 Evansville, Ind.	Protestant Deaconess Home and Hospital.	75	1895	J. C. McClurkin, M. D.	Sept.	1	8	2	3	8	8	\$8	50,000	0	0
88 do	St. Mary's Hospital.	100	1893	Sister Pauline	June 15	16	4	3	4	5	5	5	150,000	12,000	0
89 do	Hope Hospital.	40	1897	E. G. Fourmier	Nov. 1	0	20	12	3	0	0	0	50,000	0	500
90 Fort Wayne, Ind.	Hannibal Hospital.	35	1901	Emma K. Stauffer	Sept. 1	7	0	2	0	15	a19		0	0	0
91 Hammond, Ind.	City Hospital.	225	1883	Alie Ashby	Sept. 1	0	30	10	3	5	5	5	125,000	0	0
92 Indianapolis, Ind.	Deaconess Hospital.	95	1900	A. C. Nescod	June 1	0	18	6	3	4	4	d3	97,000	4,500	10,000
93 Lafayette, Ind.	Home Hospital.	25	1899	Mary B. Sellers	June 1	0	18	6	2	4	4		25,000	0	0
94 Marion, Ind.	Marion Hospital.	28	1897	E. O. Harrold	Sept. 1	13	3	2	2	4	4		20,000	0	15,000
95 South Bend, Ind.	Epworth Hospital.	50	1894	Maggie Brennan	Sept. 1	0	20	8	3	6	8	12	80,000	0	0
96 Terre Haute, Ind.	Union Hospital.	40	1900	Johanna M. Baucr.	Apr. 1	6	2	2	2	5	5		30,000	0	0
97 Burlington, Iowa	Burlington Hospital.	50	1896	C. C. Keeler	Jan. 10	1	12	1	2	3	3	12	30,000	10,000	0
98 Cedar Rapids, Iowa.	St. Luke's Hospital*.	27	1892	Madge E. Penny	Jan. 10	9	3	3	3	8	10		45,000	12,000	0
99 Council Bluffs, Iowa.	Woman's Christian Association Hospital.	35	1890	Madge E. Penny	Jan. 10	14	6	3	3	a5	5	19	15,000	0	0
100 do	St. Luke's Hospital.	30	1895	Ada M. Farr.	.....	0	19	5	2	5	8		20,000	8,000	3,000
101 Davenport, Iowa	Iowa Methodist Hospital*.	50	1901	Grace E. Baker	June 12	14	12	2	2	2	2		50,000	75,000	2,500
102 Des Moines, Iowa	Finley Hospital.	54	1897	Sister Mary Cecelia	June 26	10	10	2	2	5	5		50,000	0	0
103 Dubuque, Iowa.	do	125	1900	.....	.....	9	3	3	3	5	8		60,000	0	0
104 do	University Homeopathic Hospital.	54	1880	.....	.....	9	3	3	3	5	8		60,000	0	0

106	do	University Hospital.....	50	1898	Susan G. Parkish.....	June 13	14	3	2	5	8	10	75,000	0	0
107	Keokuk, Iowa.....	Graham Hospital.....	30	1901	Mary C. Jackson.....	Sept. 23	6	3	2	.....	.....	.....	8,000	.....	.....
108	Sionx City, Iowa.....	Samaritan Hospital.....	65	1894	Emma Holland.....	June 1	25	4	3	a 5	a 9	8	30,000	0	.....
109	Kansas City, Kans.....	Rethany Hospital.....	60	1892	Renette Hill.....	do	25	4	3	6	6	8	30,000	0	.....
110	do	Douglas Hospital.....	12	1893	Luce Ashton Woods.....	May 31	0	6	2	0	0	0	.....	0	.....
111	Leavenworth, Kans.....	Cushing Hospital.....	30	1893	Carrie L. Tanquary.....	June 1	12	3	2	0	0	0	20,000	0	.....
112	do	Leavenworth Hospital.....	16	1901	Blanche McKee.....	(c)	4	0	1	0	0	0	15,000	0	.....
113	Topeka, Kans.....	Christ's Hospital.....	80	1892	N. F. Crossland.....	May 31	20	0	3	10	10	10	40,000	25,000	12,750
114	do	James C. Stormont Hospital*.....	50	1896	Winona Peterson.....	June 30	17	4	2	4	e 4	4	60,000	.....	.....
115	Wichita, Kans.....	Wichita Hospital.....	60	1895	Elizabeth A. Wells.....	(c)	1	2	1	3	4	7	70,000	.....	.....
116	Winfield, Kans.....	Winfield Hospital.....	15	1901	Sophia Steinhauser.....	June 30	7	3	0	8	8	8	5,000	.....	.....
117	Dwight, Ky.....	Sheep's Memorial Hospital.....	50	1895	Mattie Priest.....	(c)	3	0	2	7	10	10	4,500	1,000	.....
118	Henderson, Ky.....	Lecher Hospital.....	80	1890	Anna M. Doreus.....	June 1	0	16	6	2	7	10	4,500	24,000	1,000
119	Lexington, Ky.....	Good Samaritan Hospital.....	80	1890	John N. Norton Memorial In- firmary*.....	(c)	0	16	12	2	0	0	.....	.....	.....
120	Louisville, Ky.....	Louisville City Hospital.....	210	1888	Alice M. Gaggis.....	June	21	8	2	5	5	5	8,000	0	.....
121	do	City Hospital.....	32	1901	Ello G. Day.....	Apr. 1	0	5	2	8	8	8	500,000	0	.....
122	Owensboro, Ky.....	Charity Hospital.....	90	1894	Adelaide F. Hynghue.....	Dec. 1	40	11	2	8	12	12	5,000	50,000	0
123	New Orleans, La.....	St. Ann's Hospital.....	20	1896	Mrs. H. J. Clements.....	Apr. 15	14	3	2	0	0	0	85,000	.....	.....
124	do	Touro Infirmary.....	100	1896	Frances M. Quailie.....	Oct. 1	21	8	2	6	12	12	22,000	.....	.....
125	do	Augusta City Hospital.....	43	1896	Sarah Hynghue.....	1	17	3	3	8	10	10	22,000	15,000	6,000
126	Augusta, Me.....	Eastern Maine General Hos- pital.....	60	1892	Eugenia D. Ayers.....	June 30	0	25	10	22	12	12	100,000	.....	.....
127	Bangor, Me.....	Maine General Hospital.....	119	1885	Anclia L. Smith.....	June 15	34	13	3	6	6	6	264,227	204,225	.....
128	Lewiston, Me.....	Baltimore City Hospital.....	300	1898	Sister M. Gonzaga.....	Apr. 26	25	10	3	5	5	5	300,000	40,000	.....
129	Portland, Me.....	Barward Sanatorium.....	30	1900	Bertha M. Smith.....	May 31	10	0	2	4	10	10	40,000	0	0
130	Baltimore, Md.....	Christ's Hospital.....	20	1900	J. E. Smith.....	May 7	22	7	2	8	12	12	20,000	.....	.....
131	do	Franklin Square Hospital.....	55	1898	K. B. Blake.....	June 1	0	8	4	3	2	2	25,000	0	0
132	do	Hospital for Crippled and Deformed Children.....	61	1895	F. E. Burgess.....	May 31	7	4	2	8	10	10	35,000	10,000	3,000
133	do	Hospital of the Woman's Medical College*.....	30	1885	Marion A. Watson, M. D.....	Mar. 1	0	12	2	3	.....	.....	.....	.....	.....
134	do	Johns Hopkins Hospital.....	342	1889	M. Adelaide Nutting.....	May 28	0	88	3	0	0	0	100,000	27,000	0
135	do	Maryland General Hospital.....	200	1890	Elizabeth A. Parker.....	May 10	23	12	3	4	4	4	48,000	0	0
136	do	Maryland Homeopathic Hos- pital.....	50	1890	Sarah F. Martin.....	June 15	0	18	2	3	5	5	400,000	11,000	.....
137	do	Robert Garrett Hospital for Children.....	250	1896	Katherine A. Taylor.....	May 30	0	41	7	3	5	5	550,000	0	22,000
138	do	St. Joseph's Hospital.....	155	1901	.....	May 1	0	41	7	3	5	5	.....	.....	.....
139	do	University of Maryland Hos- pital.....	50	.....	.....	.....	5	1	2	8	10	10	.....	.....	.....
140	do	Beverly Hospital.....	22	1893	Mary H. Paterson.....	(c)	0	204	51	2	8	12	6,690	0	0
141	do	Boston City Hospital.....	828	1878	Lucy L. Brown.....	(c)	7	3	2	8	10	10	2,600,000	71,800	0
142	do	Boston Lyning-in Hospital.....	62	1888	Agnes E. Aikman.....	(c)	23	22	2	7	10	10	52,700	249,169	0
143	Beverly, Mass.....	Carney Hospital.....	175	1892	Sister Celine.....	June 15	0	42	3	5	5	5	100,000	0	0
144	Boston, Mass.....	Children's Hospital.....	100	1891	Sister Susanna.....	June 1	33	12	3	0	0	0	.....	.....	.....

* In 1901.

a Approximately.

b Uniforms and \$100 at end of term.

c No definite sesstion.

d \$50 at end of term.

e \$100 at end of term.

176	New Bedford, Mass.	St. Luke's Hospital	156	1884	Clara D. Noyes	Oct. 1	0	15	5	4	10	10	151,573	158,925	80,000
177	Newburyport, Mass.	Anna Jacques Hospital	16	1888	Brenda F. Mattice	(b) July 1	0	9	4	2	9	12	15,000	117,000	76,000
178	Newton Lower Falls, Mass.	Newton Hospital	160	1888	Annie Melbowell	July 1	0	24	12	3	10	10	133,000	70,000	0
179	North Adams, Mass.	North Adams Hospital *	50	1894	Anna G. Clement	May	0	12	1	3	6	8	175,000	670,000	60,000
180	Pittsfield, Mass.	Bishop Training School of the House of Mercy	125	1880	Blanche M. Thayer	June 15	0	6	3	2	8	9	45,205	0	0
181	Quincy, Mass.	City Hospital	25	1885	Annabel L. Stewart	June 30	0	12	6	2	10	12	25,600	301,700	0
182	Salem, Mass.	Salem Hospital *	60	1873	Frances F. Smith	Oct. 1	9	17	7	2	8	10	30,000	0	500
183	South Framingham, Mass.	Framingham Hospital	35	1893	Bertha M. Hammond	Dec. 1	1	6	0	3	7	7	75,000	0	10,000
184	South Lancaster, Mass.	New England Sanitarium	75	1890	Elizabeth A. Ogilvie	Dec.	0	15	11	2	5	7	114,000	115,000	9,000
185	Springfield, Mass.	Hampden Homeopathic Hospital	30	1900	Rachel A. Mackie	May 1	0	8	2	2	14	16	500,000	237,062	5,000
186	.....do	Springfield Hospital	55	1892	Caroline A. Osbornic, M. D.	June 1	21	8	2	10	11	11	95,000	552,636	20,000
187	Worcester, Mass.	City Hospital	190	1883	Mrs. H. W. Randall	May 1	2	20	6	2	4	8	300,000	0	0
188	.....do	Isolation Hospital	40	1900	Mrs. M. S. Foy	(b) Jan., July	0	36	22	3	16	16	125,000	0	0
189	.....do	Memorial Hospital	60	1888	Mrs. Montgomery	June 30	1	10	4	2	0	0	35,000	0	0
190	Alma, Mich.	Alma Springs Sanitarium	138	1892	Lysstra E. Greder	Apr.	0	60	27	3	6	3	28,000	177,000	20,000
191	Ann Arbor, Mich.	Homeopathic Hospital of the University of Michigan	100	1896	Luceida J. Gross	June 30	5	50	16	2, 3	10	12	150,000	0	0
192	.....do	University Hospital	140	1891	Sister Mary Paul	Dec. 27	0	26	6	3	5	5	32,000	5,000	250
193	Battlecreek, Mich.	Battlecreek Sanitarium	100	1894	Sister M. Josephine	May 10	0	30	15	2	0	0	50,000	15,000	3,000
194	Big Rapids, Mich.	Mercy Hospital *	30	1899	Zetta DeWette	Mar. 14	0	6	2	2	3	5	25,000	0	0
195	Detroit, Mich.	Emergency Hospital	30	1899	Annie M. Coleman	June 30	0	10	4	2	4	6	5,000	15,000	0
196	.....do	Farnand Training School of Harper Hospital	200	1884	Sister M. Agnes	June 30	2	15	2	3	5	5	40,000	0	0
197	.....do	Grace Hospital	120	1889	Mary G. Thornton	May 31	24	7	3	3	5	6	10,000	0	0
198	.....do	St. Mary's Hospital	130	1894	Charlotte E. Bushnell	June	24	8	3	4	6	8	300,000	0	0
199	Grand Rapids, Mich.	St. Mary's Hospital	30	1899	Bertha Erbmann	May 25	0	22	9	2	6	8	20,000	0	0
200	.....do	Union Benevolent Association Home and Hospital	100	1896	Sister Ingeborg Spangland	June 30	0	13	9	2	6	8	30,000	0	0
201	Lake Linden, Mich.	Lake Superior General Hospital	25	1895	Eleanor Weston	June 30	22	6	3	3	5	5	45,000	22,400	10,000
202	Saginaw, Mich.	Saginaw General Hospital	40	1890	Harrict S. Hardy	June 11	0	30	8	3	5	5	75,000	0	0
203	.....do	St. Mary's Hospital	100	1891	Frances D. Campbell	July 1	5	50	17	3	3	3	300,000	36,000	0
204	Duluth, Minn.	St. Luke's Hospital	70	1890	Sister John Baptist	July 31	5	25	8	3	6	6	126,874	0	0
205	Minneapolis, Minn.	Asbury Methodist Hospital	52	1892	Elizabeth D. Davis	May 31	0	10	7	2	0	0	38,000	0	0
206	.....do	City Hospital	218	1887	Jean F. Kay	Jan. 1	0	8	0	2	5	10	175,000	0	0
207	.....do	Deaconess Hospital	33	1891	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
208	.....do	Northwestern Hospital	50	1885	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
209	.....do	St. Barnabas Hospital	80	1894	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
210	St. Paul, Minn.	City and County Hospital	250	1892	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
211	.....do	St. Joseph's Hospital	130	1892	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
212	.....do	St. Luke's Hospital *	92	1892	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
213	Winona, Minn.	Winona General Hospital	43	1895	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
214	Natchez, Miss.	Natchez Hospital *	161	1901	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
215	Columbia, Mo.	Parker Memorial Hospital	50	1901	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

* In 1901.

a Approximately.

b No definite session.

c \$50 at graduation.

d Nothing to female nurses except \$100 at graduation.

TABLE 2.—Statistics of training schools for nurses for the year 1902—Continued.

Location.	Name of institution.	Beds for patients.	Opening of school for nurses.	Superintendent of school.	Session closes.	Pupils.			Years in the course.	Monthly allowance to pupils.			Estimated value of grounds and buildings of the hospital.	Endowment funds of the hospital.	Benefactions received during the year.
						Men.	Women.	Graduated in 1902.		First year.	Second year.	Third year.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Kansas City, Mo.	Agnew Hospital.....	16	1894	Nonnie Burroughs	May 1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
do	Homeopathic Hospital.....	12	1896	Bella M. Lambert	May 15	.....	.....	.....	.....	.....	\$8	.....	\$10,000	.....	.....
do	University Hospital.....	30	1885	Florence Hilder	(b)	.....	.....	.....	.....	.....	0	.....	20,000	.....	.....
do	Women and Children's Hospital.....	32	1897	Helen Farnsworth	(b)	.....	.....	.....	.....	.....	0	.....	.....	.....	.....
St. Joseph, Mo.	Easworth Deaconess Hospital.....	40	1898	Hattie Tidball.....	June 15	.....	.....	.....	.....	.....	\$5	.....	.....	.....	.....
do	St. Joseph's Hospital.....	75	1885	Sister Mary Gabriel	Oct. 1	.....	.....	.....	.....	.....	5	.....	.....	.....	.....
St. Louis, Mo.	Evangelical Deaconess Hospital.....	50	1889	Sister Magdalene Gerhold	Nov. 10	.....	.....	.....	.....	.....	5	.....	.....	.....	.....
do	Good Samaritan Hospital.....	75	1900	Matilda Berg.....	Nov. 10	.....	.....	.....	.....	.....	5	.....	45,000	\$14,000	2,000
do	Lutheran Hospital.....	125	1900	Louise Krauss.....	.....	.....	.....	.....	.....	.....	5	.....	.....	.....	.....
do	Mayfield Sanitarium.....	30	1897	R. Minnie Rose.....	Apr. 15	.....	.....	.....	.....	.....	6	.....	.....	.....	.....
do	Missouri Baptist Sanitarium.....	115	1896	M. J. Milbury.....	Apr. 10	.....	.....	.....	.....	.....	8	.....	58,000	.....	0
do	Protestant Hospital.....	25	1889	Elizabeth Houser.....	.....	.....	.....	.....	.....	.....	8	.....	125,000	25,000	75,000
do	Provident Hospital.....	12	1889	Josie E. Gibson.....	June 20	.....	.....	.....	.....	.....	10	.....	.....	.....	0
do	Rebekah Hospital.....	40	1883	Mary I. Forbes.....	.....	.....	.....	.....	.....	.....	6	.....	8,000	.....	0
do	St. Louis Baptist Hospital *.....	50	1883	.....	.....	.....	.....	.....	.....	.....	8	.....	50,000	.....	0
do	St. Louis City Hospital.....	600	1883	Emma L. Warr.....	May 5	.....	.....	.....	.....	.....	10	.....	.....	.....	.....
do	St. Louis Mullanphy Hospital.....	175	1894	Sister Cecilia.....	June 15	.....	.....	.....	.....	.....	5	.....	200,000	.....	0
do	St. Luke's Hospital.....	50	1891	Annie M. Napier.....	Apr. 30	.....	.....	.....	.....	.....	5	.....	80,000	58,620	0
Great Falls, Mont.	Montana Deaconess Hospital.....	24	1898	E. Augusta Ariss.....	.....	.....	.....	.....	.....	.....	5	.....	.....	.....	0
Collegeview, Nebr.	Nebraska Sanitarium.....	60	1898	W. A. George, M. D.....	June 30	.....	.....	.....	.....	.....	12 10	.....	55,000	.....	0
Fremont, Nebr.	Fremont Hospital.....	25	1895	Matilda Luening-boener	Oct. 1	.....	.....	.....	.....	.....	a 16	.....	36,000	.....	.....
Lincoln, Nebr.	City Hospital.....	35	1902	John F. Spealman.....	Sept. 1	.....	.....	.....	.....	.....	.....	.....	14,000	.....	0
do	Immanuel Hospital.....	25	1890	.....	Apr. 15	.....	.....	.....	.....	.....	.....	.....	50,000	.....	1,600
do	Omaha Hospital and Deaconess Home.....	36	1891	Mary M. Ducker.....	Mar. 1	.....	.....	.....	.....	.....	5	.....	50,000	.....	8,000
do	Presbyterian Hospital.....	15	1892	Emma Kite.....	Feb. 1	.....	.....	.....	.....	.....	a 5	.....	.....	.....	0
Claremont, N. H.	Claremont Cottage Hospital.....	40	1895	Ella F. Carlin.....	Oct. 1	.....	.....	.....	.....	.....	10	.....	.....	.....	0
Concord, N. H.	Margaret Pillsbury General Hospital.....	40	1890	Jennie F. Moore.....	(b)	.....	.....	.....	.....	.....	10	.....	75,000	63,000	25,000
do	New Hampshire Memorial Hospital.....	20	1896	I. Florence Clusbey.....	May 31	.....	.....	.....	.....	.....	10	.....	25,000	18,000	11,000

244	Keene, N. H.	Elliot City Hospital	18	1893	Ella McCobb	(6)	31	14	2	7	10	15,000	a24,418	27,700	
245	Manchester, N. H.	Elliot Hospital	35	1890	Mary E. Barr	(6)	10	4	3	8	10	10			
246	do	Notre Dame Hospital	48		Sister Marie de Lourdes	(6)	1	11							
247	Bayonne, N. J.	Bayonne Hospital	42	1891	Janette F. Peterson	(6)	9	5	2	5	e10	26,000	10,000	0	
248	Camden, N. J.	Cooper Hospital	60	1889	Rachel Bourke	(6)	11	6	2	9	12	180,000	363,000	0	
249	do	West Jersey Homeopathic Hospital	21	1894	E. J. McClure	May 10	0	10	2	5	6	12,000	0	a3,000	
250	Elizabeth, N. J.	Elizabeth General Hospital	112	1892	Marion E. Seymour	(6)	0	25	6	3	8	30,000	36,000	0	
251	Englewood, N. J.	Englewood Hospital	40		S. Justine Ermentrout	(6)	0	10	2	6	8	30,000	0	0	
252	Hackensack, N. J.	Hackensack Hospital	50	1888	M. I. Mackenzie	June 30	0	8	5	2	5	125,000	78,000	5,000	
253	Jersey City, N. J.	Christ Hospital	73	1889	Frances K. Blair	June 28	0	30	10	3	5	60,000	0	0	
254	Longbranch, N. J.	Monmouth Memorial Hospital	90	1896	Margaret J. Herries	June 28	0	12	6	2	5	60,000	0	0	
255	Montclair, N. J.	Mountainside Hospital	35	1893	Laura B. Illick	Dec. 31	0	10	3	3	10	52,000	0	0	
256	Morristown, N. J.	Morristown Memorial Hospital	31	1891	M. A. Lake	(6)	7	3	2	9	a8	70,000	11,000	3,000	
257	Newark, N. J.	Babies' Hospital	25	1896	Clara E. Watkins	(6)	15	12	1	a13	6	50,000	0	0	
258	do	German Hospital	75	1892	P. M. Debeck	(6)	0	16	6	21	5	50,000	0	0	
259	do	Newark City Hospital	210	1885	Mary F. Mason	June 1	8	11	3	8-10	12-15	350,000			
260	do	St. Barnabas Hospital	80	1895	Kathleen Forbes	May 9	18	11	2	9	11	75,000	15,000	4,000	
261	do	St. James Hospital	70	1901	Laura MacHale	June 20	0	18	0	3	6	75,000			
262	Orange, N. J.	Orange Memorial Hospital	80	1883	Fannie E. S. Smith	June 20	0	18	3	6	6	48,566	500	0	
263	Passaic, N. J.	Passaic General Hospital	50	1897	A. Butler	Sept. 30	12	8	2	7	12	90,000	53,000	2,800	
264	Paterson, N. J.	Paterson General Hospital	110	1882	Mary Agnes Smith	June 1	26	1	3	7	9	100,000	10,000	20,000	
265	Plainfield, N. J.	St. Joseph's Hospital	135	1894	Josephine Corcoran	June 25	10	3	3	5	5	a15,000	15,000	10,000	
266	do	Muhlenberg Hospital	34	1894	Abbie R. Young	Feb. 1	10	4	3	8	10	100,000	10,000	0	
267	Trenton, N. J.	Mercer Hospital	34	1896	Grace B. Stout	June 30	0	12	2	3	5	100,000	2,000	0	
268	do	Wm. McKinley Memorial Hospital	60	1891	Abbie B. Mott	June 30	0	12	2	3	5	100,000	0	0	
269	Albany, N. Y.	Albany Hospital	210	1897	Emily MacDonnell	May 15	60	13	3	7	7	45,928	1,900	0	
270	Albany, N. Y.	City Hospital	60	1887	Margaret M. Wallace	June 1	15	5	3	8	10	50,000	0	0	
271	Binghamton, N. Y.	do	38	1899	Anna M. Simonsen	(6)	11	5	2	8	10	50,000			
272	Brooklyn, N. Y.	Brooklyn Hospital	175	1880	Bertrice S. Mowdith	(6)	51	12	3	5	5	22,500	1,032	0	
273	do	Bushwick Central Hospital	26		Hilda C. Peterson	June 1	0	6	0	3	7	22,500	18,500	0	
274	do	German Hospital	100	1900	Margaret E. Pritchard	June 1	21	0	3	5	5	289,382	18,500	0	
275	do	King's County Hospital	700	1897	Martha O'Neil	June 15	0	60	26	3	10	1,000,000	0	0	
276	do	Long Island College Hospital	275	1882	Ira L. Sutfire	(6)	0	50	12	3	a12	240,000	0	0	
277	do	Memorial Hospital for Women and Children	80	1891	Ira L. Sutfire	Apr. 1	0	35	13	2	8	140,000	0	0	
278	do	St. Christopher's Hospital for Children	19	1896	Jane E. O'Daly	June 15	0	16	16	1	5	10,000	5,000	0	
279	do	St. John's Hospital	80	1896	Mabel Wilson	May 31	0	25	11	3	5	a250,000	117,651	4,000	
280	do	St. Mary's Hospital	230	1889	Margaret McCarthy	May 15	60	12	3	8	a8	420,000	0	0	
281	do	Williamsburg Hospital	34	1898	Jessie H. McVean	June 10	0	6	2	8	12	356,110	424,483	5,925	
282	Buffalo, N. Y.	Buffalo General Hospital	340	1877	Nora Mercer	June 10	0	58	7	3	8	200,000	0	0	
283	do	Buffalo Hospital of the Sisters of Charity	350	1889	Nora Mercer	June 10	7	40	15	3	10, 5	15, 5	200,000	0	0

* In 1901.

a Approximate.

b No definite session.

c And \$60 at end of course.

d And \$56 at graduation.

e And \$100 at graduation.

TABLE 2.—Statistics of training schools for nurses for the year 1902—Continued.

Location.	Name of institution.	Beds for patients.	Opening of school for nurses.	Superintendent of school.	Session closes.	Pupils.			Years in the course.	Monthly allowance to pupils.			Estimated value of grounds and buildings of the hospital.	Endowment funds of the hospital.	Benefactions received during the year.
						Men.	Women.	Graduated in 1902.		First year.	Second year.	Third year.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
284 Buffalo, N. Y.	Children's Hospital	54	1892	Olivia Moore	June 1		8	3	2	\$8	\$12			\$88,500	\$4,000
285 do	City Hospital for Women	14	1897	E. Agnes Goble	(b)		4	5	2	5	5		\$9,000		
286 do	Eric County Hospital	350	1894	Emma J. Keating	Oct. 31		40	13	3	10	15				
287 do	German Hospital	64	1901	Mary A. Barth	Apr. 10	0	12	20	3	6	8	10	72,203		
288 do	Homeopathic Hospital	65	1887	Josephine Snetsinger	June 1	0	20	9	3	0	0	(c)	12,000	17,500	600
289 do	Lexington Heights Hospital	14	1890	Alta E. Phillips	Dec. 31	0	10	4	2	0	0	0			0
290 do	Riverside Hospital	45	1891	Minnie Cannon	June 6	0	15	5	3	0	0		15,000		0
291 do	Woman's Hospital*	30	1892	Anna M. Norris	June 20	0	9	2	2	8	0		25,042		0
292 Canandaigua, N. Y.	Beahan Hospital	50	1893	Marion McLimont	June 8	0	5	3	2	8	8-12		15,000	0	0
293 Corning, N. Y.	Corning Hospital	17	1900	Grace R. D. Kinney	June 1	0	6	0	3	7	10		30,000		15,000
294 Elmira, N. Y.	Arnott-Ogden Memorial Hospital	80	1889		do	14	5	2	1	9	12				
295 Flushing, N. Y.	Flushing Hospital	50	1892	Mary M. Goodrich	June 30	0	18	5	2 ¹ / ₂	7	12		40,000	500	
296 Geneva, N. Y.	Geneva City Hospital	18	1899	G. A. Sykes	June 5	0	7	4	2	7	7		50,000	30,000	30,000
297 Gloversville, N. Y.	Nathan Litchner Hospital	25	1894	Ida M. Root	May 1	0	7	5	2	6	10		30,000	15,000	2,000
298 Jamaica	Jamaica Hospital	40	1901	Elzora H. Ward	Apr. 30	0	5	0	3	8	9		12,500	0	0
299 Jamestown, N. Y.	Women's Christian Association	35	1889	Christina M. Hall	June 5	11	3	3	3	6,8	10	12	42,000		
300 Kingston, N. Y.	Kingston Hospital	21	1895	Mary A. C. Moore	June 8	0	3	3	2	8	10		20,000	10,500	5,000
301 Long Island City, N. Y.	St. John's Long Island City Hospital	200	1900	Caroline Marques	May 8	0	11	8	2 ¹ / ₂	5	5		250,000	20,000	0
302 Middletown, N. Y.	Taral Hospital	28	1893	Martha Paiser		8	3	3	2	8	12		25,500	27,150	13,270
303 Almeda, N. Y.	Nassau Hospital	45	1900	Alice M. Perrigo	June 1	0	12	0	3	8	8		50,000	5,000	16,000
304 Montour Falls, N. Y.	Bethesda Sanitarium	30	1898	Lorette Lawson	June 5	0	3	0	2	5	5				0
305 Newburg, N. Y.	St. Luke's Home and Hospital	45	1893	Carharina Dunlop	(b)	0	12	6	2	6	9		35,000	34,000	0
306 New York, N. Y.	Babies Hospital	40	1891	Marianna Wheeler		0	20	23	3	7	7		200,000		190,000
307 do	Bellevue Hospital, Mills Training School for Men	517	1888	Ada S. Willard		82	0	16	2	10	12				
308 do	Bellevue Hospital, Training School for Women	939	1873	Jane A. Delano		82	38	2	1	7	12		2,500,000	0	
309 do	Beth Israel Hospital	115	1890	Lavinia K. Chapman	May 31	2	7	2	2	15,7	15,7		225,000	0	0
310 do	City Hospital, Training School for Male Nurses (Blackwell's Island)	388	1887	T. Amando Silver	Dec. 31	35	0	12	1	11	15				

311	do	General Memorial Hospital	100	1886	Isabel D. Richmond	Nov.	—	0	55	4	10	5	5	155,000	20,000
312	do	German Hospital	245	1891	Charlotte Ehrlicher	Nov.	(^b)	0	28	10	3	7	12	520,000	318,000
313	do	Hahnemann Hospital *	130	1891	do	Nov.	(^b)	0	28	10	3	7	15	175,000	118,000
314	do	Lehigh Hospital	115	1883	Rebecca Kaiser	June	6	20	6	2	6	7	400,000	115,000	
315	do	Lynchott Home and Hospital	300	1888	Harrist D. Morgan	June	6	20	6	2	6	7	400,000	30,000	
316	do	Mount Sinai Hospital	1881	1881	Mrs. M. F. Dean	June	30	75	25	24	7	12	400,000	30,000	
317	do	New York City Training School for Nurses (City Maternity, and Emergency Hospitals)	2900	1875	Mary S. Gilmore	June	30	88	29	2	10	15	.....	.....
318	do	New York Hospital	230	1877	Annie W. Goodrich	Feb.	28	72	11	3	10	13	16	.....	.....
319	do	New York Infirmary for Women and Children	80	1886	Mary W. McKechnie	Feb.	28	16	4	24	7	7	7	287,660	.....
320	do	New York Polytechnic Hospital	82	1897	Agnes D. Carson	Sept.	15	0	31	9	1	12	.....	.....
321	do	New York Postgraduate Hospital (Margaret Fabusstock Training School)	196	1897	Annie M. Rykert	Apr.	—	70	28	3	7	8	9	140,000	.....
322	do	Presbyterian Hospital	200	1892	Anna C. Maxwell	May	15	70	22	3	8	8	8	1,563,038	416,720
323	do	Rosevelt Hospital	244	1896	Mabel Wilson	May	15	60	16	3	3	7	7	.....	.....
324	do	St. Luke's Hospital	250	1888	Mabel Wilson	May	15	0	81	23	3	10	10	.....	.....
325	do	St. Mark's Hospital	85	1894	Mathilda Pope	July	1	0	30	11	2	5	5	100,000	0
326	do	St. Vincent's Hospital	325	1892	Katharine Striborn	July	1	0	50	11	3	5	5	773,120	0
327	do	Woman's Infirmary and Maternity Home	22	1884	J. F. O'Kelly	July	1	47	41	1	.....	.....	.....	35,000	
328	do	Niagara Falls Memorial Hospital	40	1898	Margaret W. Martin	May	10	18	5	2	.....	.....	.....	58,000	
329	do	Oneonta, N. Y.	22	1901	Laura E. Slingerland	May	10	6	0	3	9	10	15	21,000	0
330	do	Vassar Brothers Hospital	75	1887	Julia Adams	June	15	0	14	4	3	10	15	125,000	1,200,000
331	do	Graham H. P. Sanitorium	40	1900	Mac Curbie	June	30	2	24	12	2	5	5	35,000	0
332	do	Barjous Memorial Infirmary Hospital	90	1889	Mac Curbie	June	30	2	24	12	2	5	5	.....	.....
333	do	Lee Private Hospital	30	1898	Jessie Head	June	16	16	6	2	9	11	7	150,000	0
334	do	Rochester City Hospital	125	1881	Mary L. Keith	June	16	0	45	12	3	8	10	244,280	107,520
335	do	Rochester Homoeopathic Hospital	124	1881	Eva Allerton	Oct.	1	48	16	3	7	7	7	.....	.....
336	do	St. Mary's Hospital	200	1892	Sister Marie	June	15	5	41	5	3	12	15	225,000	.....
337	do	Craig Colony for Epileptics	800	1897	W. P. Spradling, M. D.	June	1	10	12	9	2	20	14	800,000	.....
338	do	Hospital of the Good Shepherd	100	1887	Lana Lightbourn	June	1	0	34	7	3	8	10	200,000	.....
339	do	St. Joseph's Hospital	120	1898	Edith A. Lampman	May	5	0	18	11	2	5	7	135,000	0
340	do	Syracuse Homoeopathic Hospital	16	1899	Edith A. Lampman	May	5	0	11	2	3	8	8	.....	0
341	do	Syracuse Hospital for Women and Children	85	1887	Laura A. Sloc	May	1	24	9	2	5	5	5	100,000	500
342	do	Tompkinsville, N. Y.	100	1894	Alice F. Twitchell	Mar.	30	30	10	3	8	10	12	.....	.....
343	do	Troy, N. Y.	125	1899	Mary E. Schumacher	Jan.	28	0	31	10	3	7	8	170,668	11,581
344	do	Utica, N. Y.	43	1892	Nancy E. Cadman	May	15	16	5	3	8	8	8	75,000	26,500
345	do	St. Luke's Home and Hospital	50	1881	Harrist A. Sutherland	Oct.	—	0	15	5	3	10	10	.....	.....
346	do	St. John's Riverside Hospital	50	1894	Bora Traylen	June	30	18	12	24	7	10	12	186,125	270,425
347	do	St. Joseph's Hospital	75	1896	K. L. B. Tully	Mar.	19	18	4	2	.....	.....	.....	200,000	0

* In 1901.

† No definite session.

‡ Approximately.

§ In 1901.

|| In 1901.

TABLE 2.—Statistics of training schools for nurses for the year 1902.—Continued.

Location.	Name of institution.	Beds for patients.	Opening of school for nurses.	Superintendent of school.	Session closes.		Pupils.			Years in the course.			Monthly allowance to pupils.			Estimated value of grounds and buildings of the hospital.	Endowment funds of the hospital.	Benefactions received during the year.
					Men.	Women.	Graduated in 1902.	Men.	Women.	1901.	1902.	1903.	First year.	Second year.	Third year.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16			
348	Asheville, N. C.	32	1901	M. Marion Little.	June 15	10	5	2	2	\$5	\$8	.....	\$2,500	.....	\$5,000	
349	Charlotte, N. C.	30	1899	Katherine D. Koon.	.....	12	3	3	2	.....	.....	.....	12,000	.....	.....	
350	Durham, N. C.	19	1895	Annie Pinyon	.....	12	5	2	2	.....	.....	.....	30,000	\$20,000	1,500
351	Wilmington, N. C.	40	1892	L. M. Heller	June 1	12	12	12	12	8	10	.....	75,000	.....	6,000	
352	Akron, Ohio	23	1898	Marie A. Lawson	June 15	10	5	2	2	8	12	.....	50,000	50,000	25,000		
353	Alliance, Ohio	20	1901	Martha Reineke	.....	10	6	3	3	.....	.....	.....	12,000	0	2,200
354	Canton, Ohio	59	1892	Alice M. Montgomery	May 30	9	5	3	2	3	7	.....	50,000	.....	.....	
355	Rehoboth, Ohio	50	1898	Louise Golder	Apr.	0	16	3	2	7	8	.....	90,000	.....	5,000	
356	Cincinnati, Ohio	85	1889	Mary P. Davis	June 16	12	6	1	1	12	6	.....	100,000	.....	1,000	
357	.....do	500	1892	Oliver Fisher	Jan. 11	0	52	22	3	7	10	.....	1,208,000	0	0	
358	.....do	60	1890	Mary H. Greenwood	June 11	0	23	6	3	4	7	.....	40,000	11,000	6,880	
359	.....do	75	1887	Laura E. Ball	May 13	3	5	3	3	5	7	.....	20,000	.....	.....	
360	.....do	17	1894	Elizabeth M. Hartsock	Oct. 3	18	8	8	3	5	7	.....	84,000	.....	0
361	Cleveland, Ohio	215	1899	E. M. Smythe	Sept.	0	26	8	2	10	10	.....	200,000	0	0		
362	.....do	80	1891	L. Alice Chambers	May 1	0	27	9	2	0	0	.....	75,000	.....	0
363	.....do	100	1884	M. Helena McMillan	Apr. 15	0	25	11	2	4	6	.....	175,000	.....	10,000
364	.....do	125	1888	Sister M. McMillan	May 31	0	70	10	3	0	0	.....	546,954	600,480	213,578	
365	.....do	220	1888	Sister M. McMillan	July 1	0	30	10	3	0	5	.....	.....	.....	0
366	Columbus, Ohio	60	1900	Grace Frouman	July 22	0	18	9	2	6	10	.....	60,000	0	0		
367	.....do	136	1899	L. J. Mizer, M. D.	July 1	0	16	6	2	4	4	.....	1,500,000	.....	0
368	.....do	25	1900	Annie M. Jones	July 1	0	30	12	2	7	8	.....	25,000	.....	0
369	.....do	100	1892	Lenore F. Loische	June 5	0	20	10	2	4	4	.....	100,000	10,000	0	
370	Marion, Ohio	54	1898	Sister Perron	June 30	0	20	10	2	0	0	.....	125,000	0	0		
371	Toledo, Ohio	100	1896	Mary H. Lindley	June 30	0	20	10	2	0	0	.....	30,000	.....	0	
372	Youngstown, Ohio	33	1893	Emily L. Lovelidge	Nov. 1	8	5	2	2	8	10	.....	20,000	.....	0	
373	Zanesville, Ohio	189	1892	Sister Andrew	Apr.	24	12	2	2	.....	.....	.....	1,500,000	.....	4,000
374	Portland, Ore.	225	1892	Lillian M. McNary	.....	24	9	2	2	.....	.....	.....	.....	.....	0
375	.....do	20	1896	Alice E. Pierson	Apr. 1	8	8	2	2	6	8	.....	10	.....	0
376	Salem, Ore.	120	1894	Margaret W. Woods	June 1	37	13	3	3	.....	.....	.....	36,202	.....	0
377	Allentown, Pa.	30	1896	Clara V. Haring	Apr. 30	0	11	2	3	7	8	.....	154,697	.....	10,000	
378	.....do	65	1899	.....	May 1	0	12	5	2	6	.....	85,000	2,960	.....	60,240
379	Allentown, Pa.	65	1899	.....	.....	0	12	5	2	6	.....	.....	.....	.....	.....

390	Bradford, Pa.	Bradford Hospital	31	1887	Marton M. Davis	May 31	0	12	4	3	7	8	9	15,000	0
381	Carbondale, Pa.	Carbondale Hospital	40	1893	Florence E. Wright	June 15	1	10	2	3	5	6	8	24,062	0
382	Chambersburg, Pa.	Hospital of the Children's Aid Society	8	1900	Ada Van Vliet	.....	3	3	3	3	5	6	10	1,200	0
383	Chester, Pa.	Chester Hospital	50	1893	Alice C. Buckman	July 1	12	8	2	2	7	10	12	70,000	6,000
384	Corry, Pa.	Corry Hospital	20	1898	Mary A. Harrison	June 10	0	5	3	3	6	9	12	20,000	0
385	Fountain Springs, Pa.	State Hospital for Injured Persons.*	102	1894	.....	.....	0	11	8	2	7	14	.....	188,143	0
386	Greensburg, Pa.	Westmoreland Hospital	50	1895	Isabel M. Woodburn	May 31	7	2	3	3	6	10	14	32,000	0
387	Hazleton, Pa.	State Hospital for Injured Persons.	52	1895	Annie M. Shields	June 1	6	3	1	8	8	.....	.....	80,000	40,000
388	Johnstown, Pa.	Conemaugh Valley Memorial Hospital.	85	1897	Jessie L. Greene	May 31	78	11	2	8	8	12	.....	85,000	.....
389	Lockhaven, Pa.	Lockhaven Hospital	18	1897	Josephine H. Griswell	Aug. 31	0	5	2	3	6	8	10	25,000	6,000
390	McKeesport, Pa.	McKeesport Hospital	85	1894	Ellen M. Hunt	May 31	20	9	3	5	7	9	10	105,000	1,500
391	Meadville, Pa.	City Hospital	22	1887	Emma E. Gross	(b)	7	4	2	a7	a10	.....	.....	25,000	.....
392	New Brighton, Pa.	Beaver Valley General Hospital.	25	1898	Nona B. Spangler	Oct. 1	1	12	5	3	5	8	10	.....	0
393	Newcastle, Pa.	Shenando Valley Hospital	50	1897	Hattie Cochran	May 1	0	12	4	3	8	10	12	44,786	0
394	Norristown, Pa.	Charity Hospital	52	1892	Fena Scheider	.....do.	12	4	2	6	6	9	.....	52,738	0
395	Oil City, Pa.	Oil City Hospital	38	1893	Mira B. Herrick	June 4	11	6	3	5	5	8	10	50,000	0
396	Philadelphia, Pa.	Children's Homeopathic Hospital.	56	1896	Katharine Johnson	.....	15	9	2	7	7	10	.....	115,000	6,500
397	do	Children's Hospital	140	1895	F. V. Landekens	Apr. 30	30	14	2	6	6	9	.....	211,994	523,575
398	do	Frederick Douglass Memorial Hospital	18	1893	C. B. Earley	(b)	8	3	2	.....	.....	.....	.....	0	0
399	do	Germantown Hospital	120	1892	Maudie P. Vaughan	June 1	0	22	6	3	8	9	10	200,000	300,000
400	do	Gynecan Hospital	40	1889	Mary A. Knobb	June 30	0	12	4	2	10	10	.....	65,000	0
401	do	Howard Hospital	42	1885	Maudie W. Boyd	June 1	15	5	2	3	3	48	.....	100,000	82,000
402	do	Jefferson Medical College Hospital.	190	1891	Susan C. Earle	May 13	50	19	3	6	6	7	8	.....	.....
403	do	Jewish Hospital	84	1892	Carrie S. Louer	May 30	0	22	6	3	a9	12	15	250,000	275,000
404	do	Kew-Forest Maternity Home	30	1891	.....	May 10	0	9	5	1	5	.....	.....	16,750	3,154
405	do	Kensington Hospital for Women.	50	1887	Margaret J. Maloney	.....	0	14	0	2	6	10	.....	45,000	0
406	do	Medico-Chirurgical Hospital	175	1890	Florence A. Bishop	May 30	41	11	3	.....	.....	6	8	750,000	0
407	do	Methodist Episcopal Hospital	80	1892	Alice M. Seabrook	June 5	25	5	3	.....	.....	6	6	595,104	268,200
408	do	Orthopedic Hospital and Infirmary for Nervous Diseases.	81	1887	M. D. Margaret Wilson	.....	1	21	11	2	6	6	.....	150,000	200,000
409	do	Pennsylvania Hospital	310	1876	Lucy Walker	.....	62	16	3	10	10	10	10	1,000,000	79,000
410	do	Philadelphia Hospital	1,500	1885	Marion E. Smith	(b)	111	23	3	9	9	9	.....	.....	.....
411	do	Philadelphia Lying-in Charity and Nurse School	44	.....	Jennie M. Shaw	May 31	0	37	16	1	0	0	0	63,000	12,543
412	do	Polychinic Hospital	67	1891	Maud Bandfield	.....	0	21	3	5	5	5	12	121,000	.....
413	do	Presbyterian Hospital	220	1893	Caroline I. Milne	(b)	55	10	3	0	9	12	.....	.....	.....
414	do	Protestant Episcopal Hospital	400	1888	Mary S. Littlefield	June 1	a60	15	3	8	10	12	.....	*194,452	*2,223,370
415	do	St. Agnes Hospital	200	1896	Sister M. Maura	June 14	13	11	3	3	10,5	10,5	.....	.....	.....
416	do	St. Joseph's Hospital	180	1893	Sister Angelina Davis	June 15	0	40	12	3	5	5	.....	.....	.....
417	do	St. Luke's Homeopathic Hospital.	29	1896	Alice Brownlee	Apr. 5	.....	20	3	3	6	a7	7	32,000	10,000

*In 1901.

α Approximately.

β No definite session.

γ \$50 at graduation.

TABLE 2.—Statistics of training schools for nurses for the year 1902.—Continued.

Location.	Name of institution.	Beds for patients.	Opening of school for nurses.	Superintendent of school.	Session closes.	Pupils.			Years in the course.	Monthly allowance to pupils.			Estimated value of grounds and buildings of the hospital.	Endowment funds of the hospital.	Benefactions received during the year.
						Men.	Women.	Graduated in 1902.		First year.	Second year.	Third year.			
Philadelphia, Pa.	St. Timothy's Hospital.	75	1898	Laura M. Cunningham	Jan. 31	9	3	3	3	\$8	\$9	\$10	\$188,596		\$84,000
do	Samaritan Hospital.	55	1894	Anna Williamson	May	15	9	3	3	5	5	5	110,000		
do	University Hospital.	283	1886	Jean W. Macpherson	May 15	0	70	12	3	8	10	12			
do	West Philadelphia Hospital for Women.	35	1889	Dorothea K. Skriver.	Jan. 20	0	14	0	2	5	c 10		69,735	\$20,000	7,106
do	Women's Hospital.	130	1872	Abbie A. Pepper.	May 31	85	20	3	4	4	4	10	190,000	300,000	7,042
do	Women's Homeopathic Association Hospital.	80	1884	Susan M. Witmer	.....	0	30	9	3	4	4	10	200,000	80,000	5,000
do	City Hospital.	34	1900	Constance V. Curtis	.....	0	12	2	2	a 4	a 4		35,000	6,400	2,500
Phenixville, Pa.	Homeopathic Hospital	160	1885	Lda F. Giles	.....	0	36	13	3	5	8	12	232,000	140,000	11,000
Pittsburg, Pa.	St. Francis Hospital	225	1901	Katherine Hickey	June 15	20	20	3	3	6	8	10	95,000	10,000	
do	South Side Hospital *	70	1895	(b)	(b)	17	5	3	3	8	10	12	*500,000	*12,000	
do	Western Pennsylvania Hospital	250	1893	Martha M. Russell	June 12	60	19	3	3						
Pittston, Pa.	Pittston Hospital	40	1902		Sept. 15	5	0	2	2	8	8		44,000	0	0
Pottstown, Pa.	Pottstown Hospital	36	1896	Mary A. Fisher	May 31	10	1	2	2	a 4	a 10		46,550	32,050	0
Pottsville, Pa.	Pottsville Hospital.	60	1895	E. F. Dearing	.....	19	5	2	2	8	8		51,181	51,950	22,000
Punxsutanwney, Pa.	Adrian Hospital	60	1889	Hattie G. Doran	May 30	0	12	4	2	8	12		65,000	10,050	0
Reading, Pa.	Homeopathic Hospital.	22	1891	Mary J. Futs	June 5	8	3	2	2	10	10		25,000	0	0
do	Reading Hospital.	55	1886	Ethel D. Clay	June 30	0	18	4	2	a 6	a 7		71,371	a 12,000	0
do	Nasom Hospital.	30	1897	Nina J. Fraser	.....	10	5	2	2	10	10			0	0
Roaring Spring, Pa.	Hahnemann Hospital	30	1897	Grace E. M. Smith	(b)	0	9	4	2	5	8			0	0
Scranton, Pa.	Moses Taylor Hospital	84	1894	Vanet G. Grant	Oct. 1	0	16	11	2	5	8		80,000		0
do	Scranton Private Hospital.	25	1893	Martha Fitch	Apr. 30	0	12	2	2	0	0				0
do	State Hospital of the Northern Anthracite Coal Region.	93	1893	Elin K. Kraemer	June 1	a 21	8	2	2	5	8		100,000		0
South Bethlehem, Pa.	St. Luke's Hospital.	61	1895	Victoria White	Oct. 18	0	15	7	3	4	4		100,000	75,082	0
Washington, Pa.	Washington Hospital	18	1898	E. J. Walker	June 6	0	8	4	2	4	10		16,000	0	
Westchester, Pa.	Chester County Hospital.	125	1888	J. King	May 31	0	17	7	3	6	8		60,000	29,000	475
do	City Hospital	125	1888	Roberta M. West	June 15	0	24	12	2	0	0		127,100	31,000	5,000
Williamsport, Pa.	Williamsport Hospital.	110	1884	Daisy B. Mann	May 1	0	24	7	3	8	10		100,000	7,500	5,000
do	York Hospital	22	1896	Mary M. Tyler	.....	0	7	2	3	7	7		50,000	0	4,000
York, Pa.	York Hospital	22	1896	Mary M. Tyler	(b)	0	7	2	3	7	7		50,000	0	4,000
Newport, R. I.	Newport Hospital.	15	1882	Lucy V. Pickett	Sept. 30	0	21	6	3	6	6		17,076	48,708	0
do	Providence Lying-in Hospital.	15	1887	Jane A. Wright	.....	0	14	27	3	10	10		1,000,000	723,607	
do	Rhode Island Hospital.	325	1882	Lucy C. Ayers	June —	70	5	3	3	8	8				

449	do	St. Joseph's Hospital	125	1897	May 31	2	9	5	3	10, 5	10, 8	10	200,000	0
450	Charleston, S. C.	City Hospital *	159	1895	Aug. 1	17	7	7	2	7	10	100,000	0	
451	do	Hospital and Training School for Nurses.	20	1897	Sept. 1	4	4	2	2	2	2	10,000	0	
452	Clinton, S. C.	Fairchild Infirmary of Thornwell Orphanage.	12	1895	June 23	6	2	2	2	10	10	6,000	500	
453	Chattanooga, Tenn.	Baroness Erlanger Hospital	75	1899	Sept. 4	10	10	3	3	6	8	75,000	0	
454	Memphis, Tenn.	City Hospital	125	1897	(b)	12	6	2	2	10	10	125,000	0	
455	do	Presbyterian Home Hospital.	15	1901	(b)	6	0	2	2	5	10	20,000	0	
456	Nashville, Tenn.	City Hospital	120	1890	M. Monahan	18	7	2	2	8	12	20,000	0	
457	Galveston, Texas	John Sealy Hospital	160	1891	M. G. Fay	22	12	2	2	10	10	70,000	0	
458	Salt Lake City, Utah.	St. Mark's Hospital.	100	1894	do	0	25	7	3	6	8	90,000	0	
459	Burlington, Vt.	Dr. Prime's Vermont Sanitarium.	20	1895	Theodora Canfield	3	1	3	3	2	2 ¹ / ₂	15,000	0	
460	do	Spartanburg Sanitarium	30	1895	(b)	0	8	2	2	7	7	40,000	0	
461	Proctor, Vt.	Proctor Hospital *	38	1898	June 30	8	3	3	3	8	12	5,000	0	
462	Winoski, Vt.	Fanny Allen Hospital	35	1899	Dec. 24	10	3	3	3	7	7	15,000	0	
463	Alexandria, Va.	Alexandria Infirmary	70	1898	May 30	4	1	3	3	7	7	15,000	0	
464	Dauville, Va.	Home for the Sick	16	1898	Marjorie Adamson	3	1	3	3	7	7	15,000	0	
465	Hampton, Va.	Hampton Training School for Nurses.	21	1890	Frances Weidner, M. D.	20	11	2	2	4	4	1,000	0	
466	Newport News, Va.	Newport News General Hospital.	46	1902	Annie L. Johnson	Jan. 15	12	3	3	6	8	10	0	
467	Norfolk, Va.	Norfolk Protestant Hospital	50	1888	Mattie T. Shaeckelford	May 30	0	10	1	3	6	6	0	
468	do	St. Vincent's Hospital *	300	1893	June 15	0	21	0	3	5	5	400,000	0	
469	Petersburg, Va.	Home for the Sick	30	1896	L. N. Toms	June 21	0	5	2	2	8	5,000	0	
470	Richmond, Va.	Old Dominion Hospital.	80	1896	C. V. Austin	May 31	25	6	3	6	8	10,000	0	
471	do	Retreat for the Sick	60	1892	Elizabeth Ringgold	June 4	12	4	3	6	8	60,000	0	
472	do	St. Luke's Hospital	40	1886	Louise M. Powell	Aug. 1	0	18	6	3	3	50,000	0	
473	do	Virginia Hospital.	90	1893	Mary E. Douthit	May	0	25	7	3	3	60,000	0	
474	Everett, Wash.	Everett Hospital	60	1892	Beatrice A. Fiskien	May	2	13	9	2	20, 8	20, 10	9,000	0
475	Seattle, Wash.	Seattle General Hospital	75	1894	Lou (Cornelly)	(b)	30	5	5	8	8	60,000	0	
476	Spokane, Wash.	Maria Beard Deaconess Home and Hospital.	24	1898	Ida Hoffman	May 8	8	4	4	5	5	10,000	0	
477	Tacoma, Wash.	Fannie G. Paddock Memorial Hospital.	80	1894	Sept.	18	4	2	2	5	10	50,000	11,000	
478	Clarksburg, W. Va.	Kessler Hospital	100	1899	A. K. Kessler	Dec. 31	1	8	9	3	8	40,000	0	
479	Monkstown, W. Va.	Reynold's Memorial Hospital.	45	1898	Alpha Milledic	Sept. 30	2	8	1	2	10	75,000	16,500	
480	Paint Creek, W. Va.	Sheltering Arms Hospital	39	1902	John E. Gannaday, M. D.	June 1	4	4	3	6	8	15,000	0	
481	Wheeling, W. Va.	City Hospital	75	1890	Estel F. Heinrichs	May, Oct.	15	9	2	2	7	40,000	31,000	
482	Ashland, Wis.	Dodds Hospital	30	1895	J. M. Dodd, M. D.	(b)	0	10	2	2	5	3,000	0	
483	La Crosse, Wis.	La Crosse Hospital	35	1901	Edith M. Briggs	July 1	0	9	0	0	0	40,000	0	
484	do	St. Francis Hospital	110	1901	Sister M. Scruphin	June 15	2	7	3	3	10, 0	25, 5	75,000	0
485	Milwaukee, Wis.	St. Mary's Hospital	124	1894	Sister Lucia	do	24	9	3	5	5	75,000	0	
486	do	Trinity Hospital	80	1888	N. E. Cassey	do	2	15	20	3	5	75,000	0	
487	do	Wisconsin Training School of Lakeside General, Children, and Emergency Hospitals.*	30	1890	Oct. 15	18	18	2	2	2	2	75,000	0	
488	Oconomowoc, Wis.	Waldheim Sanatorium	60	1892	Dr. Geiser	June 15	16	7	2	2	10	75,000	0	
489	Falmouth, Wis.	Falmouth Springs Sanatorium	30	1895	Katherine Kearney	Oct. 31	23	5	3	5	10	75,000	0	

* In 1901.

a Approximately.

b No definite session.

c \$50 at graduation.

d \$75 at graduation.

e \$40 at graduation.

TABLE 2.—Statistics of training schools for nurses for the year 1902.—Continued.

Location.	Name of institution.	Beds for patients.	Opening of school for nurses.	Superintendent of school.	Session closes.	Pupils.			Years in the course.	Monthly allowance to pupils.			Estimated value of grounds and buildings of the hospital.	Endowment funds of the hospital.	Benefactions received during the year.	
						Men.	Women.	(Graduated in 1902.)		First year.	Second year.	Third year.				
490	Wausau, Wis.....	3	1901	5	6	7	8	9	10	11	12	13	14	15	16	
491	Wauwatosa, Wis.....	26	1901	Lydia Fry.....	June 15	0	5	0	2	\$4	\$6		\$25,000	\$1,000		
492	Rock Springs, Wyo.....	60	1888	Martha A. Converse.....	May 31	6	2	2	2	8	10		350,000		\$100,000	
HOSPITALS FOR INSANE. ^c																
493	Tuscaloosa, Ala.....	1,224	1895		July 1	2	25	6	2				500,000			
494	Washington, D. C.....	2,350	1900	Katherine Kramer.....	June 1	20	35	30	2	20,16	22,18		1,500,000	0	0	
495	Hospital, Ill.....	2,300	1885		May 8	25	50	11	2	25,16	28,18		*1,227,405			
496	Evansville, Ind.....	664	1893	S. K. Sessions, M. D.....	June 16	30	28	12	2	19,16	21,18		566,107			
497	Logansport, Ind.....	778	1896	Mary Lee.....	May 31	40	36	15	2				578,000	0	0	
498	Clarinda, Iowa.....	1,012	1896		May 28	19	15	13	2	18			897,780			
499	Glenwood, Iowa.....	935	1898	F. M. Powell.....	May 25	13	19	6	2							
500	Independence, Iowa.....	1,100	1889	Sarah Ruddy.....	Apr. 30	50	39	11	2	18,14	22,18		*1,250,000			
501	Mt. Pleasant, Iowa.....	1,190	1899	C. F. Applegate, M. D.....	Oct. 1	17	20	16	2	24	27		900,000	4,000		
502	Bangor, Me.....	210	1901	Jessie J. Glen.....	June 1	10	12	0	2	20,13	25,15		500,000	0	60,000	
503	Sykesville, Md.....	422	1901	Lena J. Spague.....	May 28	6	6	0	2	0	0		500,000	0		
504	Hathorne, Mass.....	1,112	1889	Abree S. Fletcher.....	May 31	0	45	12	2	15-17	17-20		1,537,112			
505	Northampton, Mass.....	650	1898	Clara V. S. Glidden.....	June 1		29	5	2	16	20		580,000			
506	Taunton, Mass.....	912	1895	Linda Richards.....	May 30	45	46	12	3	15-25	17-25	\$17-25	*467,600			
507	Tewksbury, Mass.....	1,000	1890	E. Maude Ellis.....	June 1	0	40	4	3	12	18	20	1,000,000			
508	Waverley, Mass.....	1,600	1882	Lucia E. Woodward.....	May 31	44	58	31	2	20,12	23,15		1,578,466	207,412	0	
509	Westboro, Mass.....	670	1888	Wm. M. Edwards, M. D.....	May 30	35	53	10	2	25,17	25,18		505,042			
510	Kalamazoo, Mich.....	1,424	1891		May 6	33	52	29	2	24,14	26,18		1,034,622			
511	Newberry, Mich.....	430	1897	G. L. Chamberlain, M. D.....		3	4	7	2	22,16	24,18		337,000		0	
512	Pontiac, Mich.....	1,200	1891		June 1	33	27	12	2	22,16	24,18		1,000,000		0	
513	Fergus Falls, Minn.....	1,400	1894		June 1	9			2	18,14	25,20		1,000,000		0	
for Insane.																

514	Rochester, Minn.	Rochester State Hospital	1,131	1880	June 1	25	18	7	2	15-22	19-25	585, 825	.....
515	St. Peter, Minn.	St. Peter State Hospital for Insane.	1,000	1888	May 16	9	30	13	2	15-25	21-25	850,000	.....
516	St. Joseph, Mo.	State Hospital for Insane, No. 2.*	1,130	1898	Apr. 10	50	45	0	4	.....	.....	400,000	0
517	Concord, N. H.	New Hampshire Asylum for the Insane.	470	1888	June 1	.....	26	11	2	12-14	14-16	350,000	300,000
518	Morris Plains, N. J.	New Jersey State Hospital	1,435	1895	June 18	18	25	5	2	22,16	24,18	3,200,000	0	
519	Newark, N. J.	Essex County Hospital for Insane.	300	1886	Oct. 15	*11	*15	8	2	20,14	24,17	600,000	0	
520	Binghamton, N. Y.	Binghamton State Hospital *.	1,336	1892	May 15	20	20	15	2	20,14	22,16	1,000,000	.....
521	Brooklyn, N. Y.	Long Island State Hospital at Flatbush.	1,190	1896	do	6	14	12	2	20,14	22,16	.....	.....
522	Buffalo, N. Y.	Buffalo State Hospital	1,794	1884	May 10	8	31	18	2	20,14	24,18	2,500,000	.....
523	Central Islip, N. Y.	Manhattan State Hospital, Central Islip Division.	2,480	1896	May 28	12	7	8	2	20,14	22,16	1,654,261	0	
524	Gowanda, N. Y.	Gowanda State Homeopathic Hospital.	352	1898	Oct. 10	3	2	2	2	20,14	22,16	500,000	.....
525	Kings Park, N. Y.	Long Island State Hospital.	2,855	1886	May	—	17	23	21	25,20	26	*3,700,000	.....
526	Middletown, N. Y.	Middletown State Homeopathic Hospital.	1,200	1888	May	—	8	9	6	25,20	26,21	1,137,646	0	
527	New York, N. Y.	Manhattan State Hospital, East.	1,931	1886	Apr. 30	41	.....	.....	.....	20,14	22,16	1,622,527	.....
528	.....do	Manhattan State Hospital, West.	2,074	1897	May 28	0	17	3	2	14-16	16-18	2,352,000	0
529	Ogdensburg, N. Y.	St. Lawrence State Hospital	1,688	1892	June 1	20	45	18	2	20,14	24,18	2,600,000	.....
530	Poughkeepsie, N. Y.	Hudson River State Hospital	2,100	1886	May 31	11	23	10	2	20,14	22,16	2,421,288	.....
531	Rochester, N. Y.	Rochester State Hospital	622	1891	May 8	1	10	10	2	20,14	22,16	325,580	.....
532	Utica, N. Y.	Utica State Hospital	1,132	1888	Apr. 19	11	14	5	2	20,14	24,18	1,085,000	0	
533	Willard, N. Y.	Willard State Hospital	2,305	1887	May 10	17	13	12	2	25,18	22,16	1,396,244	0	
534	Cleveland, Ohio.	Cleveland State Hospital	1,141	1893	May 30	17	13	12	2	25,18	29,20	1,500,000	0	
535	Columbus, Ohio.	Columbus State Hospital for Insane.	1,400	1898	Apr. 1	42	45	12	3	25,16	*28,18	33,22	2,000,000	
536	Massillon, Ohio	Massillon State Hospital	900	1898	May 20	8	15	13	2	25,16	30,20	1,200,000	0	
537	Danville, Pa.	State Hospital for the Insane.	1,032	1889	June 15	20	23	19	2	18,14	30,21	.....	.....
538	Dixmont, Pa.	Western Pennsylvania Hospital for Insane.	807	1896	Apr. 30	70	40	3	2	.....	.....	726,023	0
539	Norristown, Pa.	Norristown State Hospital, men's department.	1,110	1894	Oct. 31	60	16	2	18	29	1,181,020	0
540	.....do	Norristown State Hospital, women's department.	1,124	1897	June 5	.....	75	20	2	16	17	1,500,000	.....
541	Philadelphia, Pa.	Friends' Asylum for the Insane.	150	1894	June 12	30	35	7	2	18,13	20,15	300,000	.....
542	Providence, R. I.	Burien Hospital	180	1897	June 15	38	32	10	2	23,14	25,15	*1,500,000	250,000	
543	Columbia, S. C.	State Hospital for the Insane.	1,134	1892	.....	40	60	12	2	15,10	17,12	500,000	0
544	Waterbury, Vt.	Vermont State Hospital for Insane.	527	1899	May 30	10	15	5	2	*22,15	*25,18	.....	0
545	Marion, Va.	Southwestern State Hospital	470	1894	June	—	5	4	4	2	15	16	250,000

* In 1901.

a Approximately. b No definite session.

c For hospitals for insane the number of inmates is given instead of beds for patients.

CHAPTER XLIII.

EDUCATION OF THE COLORED RACE.

References to preceding publications of the United States Bureau of Education in which this subject has been treated: Annual Reports—1870, pp. 61, 337-339; 1871, pp. 6, 7, 61-70; 1872, pp. xvii, xviii; 1873, p. lxvi; 1875, p. xxiii; 1876, p. xvi; 1877, pp. xxxiii-xxxviii; 1878, pp. xxviii-xxxiv; 1879, pp. xxxix-xlv; 1880, p. lviii; 1881, p. lxxxii; 1882-83, pp. xlvi-lvi, 85; 1883-84, p. liv; 1884-85, p. lxvii; 1885-86, pp. 596, 650-656; 1886-87, pp. 790, 874-881; 1887-88, pp. 20, 21, 167, 199, 988-998; 1888-89, pp. 768, 1412-1439; 1889-90, pp. 620, 621, 624, 634, 1073-1102, 1388-1392, 1395-1485; 1890-91, pp. 620, 624, 792, 808, 915, 961-980, 1469; 1891-92, pp. 8, 686, 688, 713, 861-867, 1002, 1234-1237; 1892-93, pp. 15, 442, 1551-1572, 1976; 1893-94, pp. 1019-1061; 1894-95, pp. 1331-1424; 1895-96, pp. 2081, 2115; 1896-97, pp. 2295-2333; 1897-98, pp. 2479-2507; 1898-99, pp. 2201-2225; Introduction to Annual Report for 1898-99, pp. lxxxviii-xcii; 1899-1900, pp. 2501-2581; 1900-1901, pp. 2299-2331; Circulars of Information—No. 3, 1883, p. 63; No. 2, 1885, pp. 123-133; No. 3, 1888, p. 122; No. 5, 1888, pp. 53, 54, 59, 60, 80-86; No. 1, 1892, p. 71; Special report on District of Columbia for 1869, pp. 193, 300, 351-400. Special report, New Orleans Exposition, 1884-85, pp. 468-470, 775-781.

The fifteen tables of this chapter exhibiting the statistics of negro education need but little explanation. Table 1 shows the amount expended for the public education of both races in the South each year since 1870, and the common school enrollment of whites and negroes separately each year since 1876. For 1901-2 the common school expenditure for both races was \$37,567,552. About 20 per cent of this amount was expended upon the public schools for the negroes. The aggregate common school expenditure in the South since 1870 has been \$687,691,329. It is estimated that at least \$125,000,000 of this sum has been expended to support common schools for negro children.

Table 2, divided into two parts, summarizes the statistics of education in the common schools of the South for the year 1901-2, contrasting the schools for the two races. Tables 3, 4, 5, and 6 give condensed statistics of public high schools for the negroes, while Tables 7 to 12 summarize the statistics of private institutions devoted to the secondary and higher education of the colored race. Table 13 shows a list of public high schools for negroes, and Tables 14 and 15 give the statistics of private schools.

TABLE 1.—*Sixteen former slave States and the District of Columbia.*

Year.	Common school enrollment.		Expenditures (both races).	Year.	Common school enrollment.		Expenditures (both rates).
	White.	Colored.			White.	Colored.	
1870-71			\$10,385,464	1887-88	3,110,606	1,140,405	\$21,810,158
1871-72			11,623,238	1888-89	3,197,830	1,213,092	23,171,878
1872-73			11,176,048	1889-90	3,402,420	1,296,959	24,880,107
1873-74			11,823,775	1890-91	3,570,624	1,329,549	26,690,310
1874-75			13,021,514	1891-92	3,607,549	1,354,316	27,691,488
1875-76			12,033,865	1892-93	3,697,899	1,367,515	28,595,788
1876-77	1,827,139	571,506	11,231,073	1893-94	3,848,541	1,432,198	29,223,546
1877-78	2,034,946	675,150	12,093,091	1894-95	3,846,267	1,423,598	29,443,584
1878-79	2,013,684	685,942	12,174,141	1895-96	3,943,801	1,449,325	31,149,724
1879-80	2,215,674	784,709	12,678,685	1896-97	3,937,992	1,460,084	31,286,883
1880-81	2,234,877	802,374	13,656,814	1897-98	4,145,737	1,540,749	31,247,218
1881-82	2,249,263	802,982	15,241,740	1898-99	4,144,643	1,509,275	33,110,581
1882-83	2,370,110	817,240	16,363,471	1899-1900	4,261,369	1,560,070	34,805,568
1883-84	2,546,448	1,002,313	17,894,558	1900-1901 a	4,268,877	1,564,526	35,405,561
1884-85	2,676,911	1,030,463	19,253,874	1901-2 a	4,397,916	1,587,309	37,567,552
1885-86	2,773,145	1,048,659	20,208,113				
1886-87	2,975,773	1,118,556	20,821,969	Total			687,691,329

a Subject to correction.

TABLE 2.—Common school statistics of the South, 1901-2.

State.	Estimated number of persons 5 to 18 years of age.		Percentage of the whole.		Pupils enrolled in public schools.		Per cent of persons 5 to 18 years enrolled.	
	White.	Colored.	White.	Colored.	White.	Colored.	White.	Colored.
Alabama	345,250	295,250	53.90	46.10	239,055	126,116	69.24	42.71
Arkansas	329,800	127,120	72.18	27.82	250,586	90,109	75.98	70.88
Delaware	a 40,094	a 8,888	81.85	18.15	a 30,754	a 6,141	76.70	69.09
District of Columbia	42,486	20,428	67.53	32.47	32,518	15,914	76.54	77.90
Florida	98,510	75,160	56.72	43.28	69,541	42,843	70.59	57.00
Georgia	b 389,470	b 363,050	51.76	48.24	298,181	204,706	76.56	56.39
Kentucky	596,410	87,654	87.19	12.81	436,014	62,975	73.11	71.84
Louisiana	241,600	227,500	51.50	48.50	125,272	73,624	51.85	32.36
Maryland	b 266,110	b 70,120	79.15	20.85	b 175,747	b 48,257	66.04	68.82
Mississippi	b 215,240	b 322,070	40.03	59.94	b 179,142	b 208,346	83.23	64.69
Missouri	896,850	45,971	95.12	4.88	671,697	31,360	74.90	68.22
North Carolina	424,800	-225,900	65.28	34.72	314,871	149,798	74.12	66.31
South Carolina	186,480	292,000	38.97	61.03	127,657	144,786	68.46	49.58
Tennessee	b 945,960	b 157,885	75.85	24.15	bc 392,263	bc 106,747	79.09	67.61
Texas	840,050	227,660	78.68	21.32	568,267	144,362	67.65	63.41
Virginia	367,530	227,940	61.72	38.28	b 258,222	b 123,339	70.26	54.11
West Virginia	290,670	11,487	96.20	3.80	228,129	7,886	78.48	63.65
Total, 1901-2	6,067,310	2,786,083	68.53	31.47	4,397,916	1,587,309	72.49	58.97
Total, 1889-90	d 5,132,948	2,510,847	67.15	32.85	3,402,420	1,296,959	67.15	32.85

State.	Average daily attendance.		Per cent of enrollment.		Number of teachers.	
	White.	Colored.	White.	Colored.	White.	Colored.
Alabama	150,600	90,000	62.75	71.36	4,451	1,852
Arkansas	158,691	56,290	63.33	62.47	6,690	1,633
Delaware	a 21,500	a 3,800	69.91	61.88	a e 693	a e 138
District of Columbia	25,790	12,206	79.31	76.70	885	438
Florida	46,283	29,881	66.55	69.75	2,129	670
Georgia	f 190,802	f 124,553	63.99	60.84	f 6,828	f 3,691
Kentucky	275,231	40,314	63.12	64.02	8,067	1,434
Louisiana	90,425	49,817	72.18	67.66	3,219	1,052
Maryland	b 112,803	b 22,712	64.18	47.06	b 4,198	b 838
Mississippi	b 108,805	b 119,190	60.74	57.21	b 5,147	b 3,368
Missouri	g 451,720	g 21,079	67.25	67.22	15,598	749
North Carolina	185,598	83,405	58.94	55.68	5,898	2,833
South Carolina	98,679	109,699	77.30	75.77	3,427	2,405
Tennessee	b c 266,312	b c 71,779	67.89	67.24	b 7,543	b 1,941
Texas	433,384	91,016	76.26	63.05	12,984	3,186
Virginia	b 156,472	b 69,440	60.60	56.30	b 6,809	b 2,199
West Virginia	146,974	5,200	64.43	65.94	7,028	278
Total, 1901-2	2,919,469	1,000,381	66.38	63.02	100,994	28,705
Total, 1889-90	d 2,165,249	813,710	63.64	62.74	78,903	24,072

a In 1899-1900.

b In 1900-1901.

c Some missing data supplied.

d United States census.

e Estimated.

f Cities estimated.

g Approximately.

TABLE 3.—Teachers and students in public high schools for the colored race in 1901-2.

State.	Schools.	Teachers.			Pupils enrolled.								
		Male.	Female.	Total.	Total.			Elementary.			Secondary.		
					Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
Alabama	1	4	7	11	376	470	846	353	409	762	23	61	84
Arkansas	3	10	22	32	880	1,313	2,193	860	1,259	2,119	20	54	74
District of Columbia	1	15	10	25	135	488	573	0	0	0	185	438	573
Florida	2	4	16	20	295	482	777	285	465	750	10	17	27
Georgia	4	4	23	27	472	549	1,021	458	484	922	34	65	99
Illinois	2	2	3	5	29	64	93				29	64	93
Indiana	5	10	14	24	117	179	286	65	83	148	52	96	148
Kentucky	7	25	39	64	1,154	1,500	2,654	1,004	1,696	2,100	150	404	554
Louisiana	1	9	7	16	132	290	422	102	235	387	30	55	85
Maryland	1	8	4	12	107	146	253	47	18	65	60	128	188
Mississippi	8	9	48	57	1,420	2,169	3,589	1,534	1,836	3,170	86	383	419
Missouri	17	34	22	56	760	1,121	1,881	496	528	1,024	264	593	857
North Carolina	2	3	10	13	260	328	588	238	276	509	27	52	79
Ohio	1	2	2	4	19	34	53				19	34	53
Oklahoma	1	4	6	10	176	370	546	170	345	515	6	25	31
Pennsylvania	1	1	0	1	5	15	20				5	15	20
South Carolina	5	6	14	20	621	851	1,472	596	772	1,368	25	79	104
Tennessee	8	20	47	67	1,898	2,052	3,450	1,271	1,708	2,974	127	349	476
Texas	19	42	52	94	1,658	2,364	4,022	1,476	1,928	3,404	182	436	618
Virginia	6	6	34	40	750	1,220	1,970	623	869	1,492	127	351	478
West Virginia	4	14	11	25	323	331	654	287	280	567	36	51	87
Total	99	282	391	623	11,087	16,286	27,373	9,600	12,586	22,226	1,447	3,700	5,147

TABLE 4.—Classification of colored students in public high schools by courses of study, 1901-2.

State.	Students in classical courses.			Students in scientific courses.			Students in English course.			Students in business course.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
Alabama							23	61	84			
Arkansas				5	10	15	3	14	17			
District of Columbia	116	344	460	0	0	0						
Florida												
Georgia	24	50	74				4	8	12			
Illinois				16	34	50	18	30	43			
Indiana	34	55	89	6	10	16	20	33	53			
Kentucky	18	40	58	26	79	105	11	30	41	0	9	9
Louisiana	1	5	6	0	0	0	132	290	422	6	30	36
Maryland												
Mississippi	0	15	15	2	3	5	95	285	380	80	294	374
Missouri	15	42	57	165	356	521	40	75	115	13	4	17
North Carolina	7	25	32	7	25	32	7	25	32	7	25	32
Ohio	7	21	28	7	21	28	12	13	25			
Oklahoma	6	25	31									
Pennsylvania	0	3	3									
South Carolina	15	55	70	18	32	50	73	91	164			
Tennessee	3	4	7	34	70	104	35	95	130	1	5	6
Texas	54	146	200	48	107	155	457	632	1,089			
Virginia				27	50	77	293	619	912			
West Virginia	13	16	29									
Total	313	846	1,159	361	797	1,158	1,218	2,801	3,518	107	367	474

TABLE 5.—Number of normal students, manual-training students, and graduates in colored public high schools in 1901-2.

State.	Students in normal course.			Pupils receiving industrial training.			Graduates high-school course.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
Alabama							10	13	23
Arkansas				25	75	100	0	6	6
District of Columbia				0	0	0	20	62	82
Florida							1	1	2
Georgia				28	60	88			
Illinois				18	41	59	4	8	12
Indiana							3	11	14
Kentucky				0	30	30	14	57	71
Louisiana	1	5	6	132	200	332	1	5	6
Maryland	1	12	13	73	128	201	4	19	23
Mississippi	0	6	6	6	15	21	8	34	42
Missouri	5	57	62	82	307	389	27	97	124
North Carolina				20	0	20	5	13	18
Ohio							3	7	10
Oklahoma							0	2	2
Pennsylvania									
South Carolina	10	17	27				0	8	8
Tennessee							16	49	65
Texas				98	168	266	32	100	132
Virginia	4	9	13	0	41	41	21	57	78
West Virginia							6	6	12
Total	21	106	127	482	1,065	1,547	175	555	730

TABLE 6.—Financial summary of the colored public high schools, 1901-2.

State.	Number of schools reporting.	Volumes in libraries.	Value of libraries.	Number of schools reporting.	Value of grounds, furniture, and scientific apparatus.	Number of schools reporting.	Amount of State or municipal aid.	Number of schools reporting.	Amount received from tuition fees.	Number of schools reporting.	Amount received from other sources unclassified.	Number of schools reporting.	Total income for the year 1901-2.
Alabama													
Arkansas	3	503	\$333	2	\$13,500								
District of Columbia	1	1,400	2,300	1	136,300								
Florida	1	10	50	1	2,000								
Georgia	1	500	400	2	5,000								
Illinois	2	410	375	1	20,500	1	\$2,200	0		0		1	\$2,200
Indiana	4	966	750	1	12,500								
Kentucky	4	549	510	2	41,500			1	\$128			1	128
Louisiana	1	4,189	3,948	1	65,625	1	10,000	1	167	1	\$13,370	1	23,537
Maryland	1	272	200										
Mississippi	6	288	289	8	68,300	1	900	1	12	1	400	2	1,312
Missouri	16	3,212	3,025	10	149,600								
North Carolina	2	625	325	2	9,000	1	1,250					1	1,250
Ohio	1	500	400	1	5,000								
Oklahoma	1	75	30										
Pennsylvania	1	30	20										
South Carolina	1	150	50	3	11,500	1	113	1	62	0		1	175
Tennessee	6	1,277	1,460	8	105,650	1	650	1	20	0		1	670
Texas	14	3,386	2,590	17	164,201	4	6,045	2	218	1	132	2	6,395
Virginia	2	729	400	1	3,000								
West Virginia	3	1,000	850	3	26,000								
Total	71	20,071	18,305	64	839,176	10	21,158	7	607	3	13,902	10	35,667

TABLE 7.—Teachers and students in secondary and higher schools for the colored race in 1901-2 (not including public high schools).

State.	Teachers.			Students.												
	Schools.	Male.	Female.	Total.	Elementary.			Secondary.			Collegiate.			Total.		
					Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
Alabama.....	11	55	110	165	1,523	1,462	2,985	800	1,079	1,879	25	5	30	2,348	2,546	4,894
Arkansas.....	4	15	19	36	379	359	738	122	148	270	55	23	81	559	530	1,089
Delaware.....	1	6	6	84	32	39	71	21	9	36	15	11	26	42	26	62
Dist. Columbia.....	3	66	18	84	408	410	818	194	186	380	406	116	522	632	341	973
Florida.....	7	26	32	52	2	0	2	129	229	358	0	0	0	541	3,639	1,180
Georgia.....	18	78	172	250	1,533	2,558	4,091	767	1,038	1,805	158	73	231	2,458	3,669	6,127
Kentucky.....	5	21	13	34	72	81	153	167	125	312	42	29	71	301	235	536
Louisiana.....	6	44	66	110	1,118	1,337	2,455	197	261	458	56	14	70	1,371	1,612	2,983
Maryland.....	5	13	24	37	0	149	149	60	86	146	34	42	76	94	277	371
Mississippi.....	10	48	65	113	830	852	1,682	307	472	779	92	85	177	1,229	1,402	2,638
Missouri.....	2	17	10	27	40	48	88	136	122	258	6	6	12	182	176	358
New Jersey.....	1	5	9	12	18	17	35	37	53	90	0	0	0	85	70	155
North Carolina.....	19	103	79	181	717	1,173	1,890	761	966	1,727	331	65	396	1,809	2,204	4,013
Ohio.....	1	23	8	31	0	0	0	99	170	269	61	11	72	160	181	341
Oklahoma.....	1	7	9	9	67	101	168	16	27	43	0	0	0	83	128	211
Pennsylvania.....	2	15	6	21	106	180	286	82	106	199	0	199	207	188	455	
South Carolina.....	12	70	86	156	1,191	1,391	2,582	508	698	1,206	90	38	128	1,879	2,127	4,006
Tennessee.....	9	70	79	149	709	940	1,649	438	458	896	401	45	446	1,548	1,443	2,991
Texas.....	5	42	44	86	378	481	859	305	316	621	106	39	145	789	836	1,625
Virginia.....	11	75	88	163	726	1,023	1,749	624	637	1,261	53	21	74	1,403	1,681	3,084
West Virginia.....	2	11	10	21	44	42	86	65	121	186	0	0	0	109	163	272
Total.....	135	805	938	1,743	9,859	12,569	22,428	5,893	7,283	13,176	2,137	623	2,760	17,889	20,475	38,364

TABLE 8.—Classification of colored students, by courses of study, in secondary and higher schools, 1901-2.

State.	Students in classical courses.			Students in scientific courses.			Students in English course.			Students in business course.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
Alabama.....	11	17	28	30	16	46	986	500	1,486	13	15	28
Arkansas.....	14	5	19	0	1	1	132	122	254	10	8	18
Delaware.....	0	0	0	13	0	13	0	0	0	0	0	0
Dist. of Columbia.....	25	3	28	9	2	11	66	68	134	0	0	0
Florida.....	42	40	82	0	0	0	230	324	554	0	0	0
Georgia.....	74	78	152	35	48	83	368	962	1,330	4	10	14
Kentucky.....	1	3	4	0	0	0	27	0	27	3	2	5
Louisiana.....	46	31	77	28	52	80	901	912	1,813	0	0	0
Maryland.....	20	5	25	0	0	0	29	53	82	0	0	0
Mississippi.....	49	61	110	2	9	11	514	475	989	35	16	51
Missouri.....	6	6	12	0	0	0	0	0	0	11	15	26
New Jersey.....	0	0	0	0	0	0	0	0	0	0	0	0
North Carolina.....	147	26	173	63	28	91	772	718	1,490	35	20	55
Ohio.....	12	0	12	51	0	51	0	0	0	22	20	42
Oklahoma.....	1	1	2	0	0	0	0	0	0	0	0	0
Pennsylvania.....	146	0	146	0	0	0	0	0	0	2	8	10
South Carolina.....	138	47	185	14	22	36	766	844	1,610	87	54	141
Tennessee.....	166	34	200	24	7	31	179	190	369	11	15	26
Texas.....	74	66	140	25	22	47	216	190	406	22	7	29
Virginia.....	71	84	155	10	26	36	309	502	811	10	10	20
West Virginia.....	0	0	0	0	0	0	0	0	0	0	0	0
Total.....	1,043	507	1,550	304	233	537	5,495	5,860	11,355	265	200	465

TABLE 9.—Number of colored normal students and graduates in secondary and higher schools, 1901-2.

State.	Students in normal course.			Graduates of high school course.			Graduates of normal course.			Graduates of collegiate course.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
Alabama.....	275	513	788	27	13	40	21	36	57	1	0	1
Arkansas.....	53	29	82	2	2	4	8	6	14	4	2	6
Delaware.....	0	3	3							0	1	1
District of Columbia.....	21	183	204	15	0	15	15	101	116	8	1	9
Florida.....	27	82	109	5	5	10	3	8	11			
Georgia.....	26	208	234	29	41	70	8	33	41	16	2	18
Kentucky.....	79	119	198	0	4	4	7	5	12			
Louisiana.....	6	38	44	17	30	47	4	18	22	5	1	6
Maryland.....	34	51	85	2	1	3	3	7	10	4	1	5
Mississippi.....	207	311	518	116	147	263	26	36	62	20	2	22
Missouri.....	95	84	179				98	73	171	8	0	8
New Jersey.....	0	4	4				0	4	4			
North Carolina.....	387	538	925	79	14	93	161	118	279	18	2	20
Ohio.....	38	40	78									
Oklahoma.....	13	22	35									
Pennsylvania.....	7	46	53	2	8	10				37	0	37
South Carolina.....	141	140	281	39	15	54	72	69	141	7	3	10
Tennessee.....	196	408	604	11	4	15	11	53	64	56	3	59
Texas.....	64	91	155	8	1	9	8	6	14	4	1	5
Virginia.....	75	139	214	54	63	117	27	57	84	17	5	22
West Virginia.....	24	64	88				15	19	34			
Total.....	1,768	3,113	4,881	406	348	754	487	649	1,136	205	24	229

TABLE 10.—Colored professional students and graduates in secondary and higher schools, 1901-2.

State.	Students in professional courses.			Professional students and graduates.											
				Theology.		Law.		Medicine.		Dentistry.		Pharmacy.		Nurse training.	
	Male.	Female.	Total.	Students.	Graduates.	Students.	Graduates.	Students.	Graduates.	Students.	Graduates.	Students.	Graduates.	Students.	Graduates.
Alabama.....	120	20	140	120	0									20	
Arkansas.....															
Delaware.....															
District of Columbia.....															
Florida.....	392	16	408	61	12	96	20	153	27	34	7	34	17	30	13
Georgia.....	3	0	3	3	0									14	2
Kentucky.....	144	14	158	144	25										
Louisiana.....	20	0	20	19				1	0						
Maryland.....	65	0	65	27	0	38	0								
Mississippi.....	8	0	8	8	0									42	9
Missouri.....	27	42	69	27	2										
New Jersey.....															
North Carolina.....	167	34	201	36	4	8	2	106	21			17	3	34	2
Ohio.....	21	0	21	21											
Oklahoma.....															
Pennsylvania.....	51	0	51	51											
South Carolina.....	47	35	82	47	0									35	0
Tennessee.....	364	0	364	70	0	13	0	281	0						
Texas.....	35	0	35	35	2										
Virginia.....	77	18	95	62	18	6	6	4	4	2	2	3	3	18	18
West Virginia.....															
Total.....	1,541	179	1,720	731	63	161	28	545	52	36	9	54	23	193	44

TABLE 11.—Industrial training of colored students in secondary and higher schools, 1901-2.

State.	Pupils receiving industrial training.			Students trained in industrial branches.												
	Male.	Female.	Total.	Farm or gar- den work.	Carpentry.	Bricklaying.	Plastering.	Painting.	Tin or sheet- metal work.	Forging.	Machine-shop work.	Shoemaking.	Printing.	Sewing.	Cooking.	Other trades.
Alabama	1,223	1,320	2,543	261	319	46	...	19	17	48	53	14	21	916	104	1,497
Arkansas	107	177	284	...	36	...	...	...	9	26	9	...	25	166	20	4
Delaware	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
District of Columbia	145	314	459	...	83	...	...	...	12	...	...	...	50	109	...	205
Florida	153	384	537	48	68	...	...	5	6	...	...	...	4	348	114	173
Georgia	509	2,087	2,596	22	436	...	...	8	22	15	...	...	76	1,644	423	218
Kentucky	32	67	99	3	3	...	...	...	...	...	...	...	10	47	12	42
Louisiana	186	289	475	20	128	...	...	...	4	...	...	...	7	251	7	58
Maryland	73	237	310	36	4	...	...	...	1	...	...	...	6	217	46	57
Mississippi	363	913	1,276	148	100	...	...	39	4	85	23	8	3	689	529	272
Missouri	121	96	217	78	37	...	...	...	...	29	7	...	3	96	10	52
New Jersey	23	71	94	6	23	...	...	...	...	...	...	...	...	44	19	2
North Carolina	635	1,121	1,756	313	207	48	...	21	5	38	18	...	70	686	512	733
Ohio	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Oklahoma	83	128	211	...	25	...	...	...	...	13	25	...	...	128	...	20
Pennsylvania	18	171	189	...	18	12	...	...	...	...	...	...	12	78	171	68
South Carolina	1,002	1,342	2,344	295	187	154	...	49	...	...	30	...	49	1,121	173	687
Tennessee	362	654	1,016	20	65	3	...	...	...	...	...	...	75	501	160	308
Texas	419	571	990	136	243	18	...	8	34	27	74	...	61	533	157	14
Virginia	856	1,486	2,342	800	225	50	...	9	133	185	29	...	52	1,400	874	296
West Virginia	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	6,310	11,428	17,738	2,186	2,267	331	39	123	299	418	268	14	524	8,974	3,331	4,706

TABLE 12.—Financial summary of the 135 secondary and higher colored schools, 1901-2.

State.	Number of schools reporting.	Volumes.	Value.	Number of schools reporting.	Benefactions.	Number of schools reporting.	Value of grounds, buildings, furniture, and scientific apparatus.	Number of schools reporting.	Amount of State or municipal aid.
Alabama	10	21,721	\$16,557	3	\$193,794	11	\$685,612	4	\$17,260
Arkansas	3	1,875	1,225	...	...	2	43,000	...	...
Delaware	1	550	500	...	...	1	34,000	1	5,000
District of Columbia	2	43,099	50,700	...	...	1	700,000	1	35,100
Florida	5	2,928	2,750	1	1,746	6	76,400	2	5,000
Georgia	13	45,438	28,660	3	43,593	14	1,035,000	2	800
Kentucky	3	2,262	2,100	...	...	4	108,000	1	3,000
Louisiana	5	12,150	16,600	2	31,500	5	431,000	...	...
Maryland	2	6,000	6,000	...	...	3	70,500	1	2,000
Mississippi	8	14,912	17,700	...	...	8	467,000	2	28,476
Missouri	2	3,800	2,500	...	...	2	170,000	1	24,000
New Jersey	1	401	375	0	...	1	2,000	1	6,000
North Carolina	14	35,581	32,041	4	25,200	17	650,599	10	20,429
Ohio	1	6,009	6,000	...	...	1	155,000	1	35,000
Oklahoma	1	700	1,600	...	...	1	33,994	1	21,000
Pennsylvania	2	20,500	20,600	...	...	1	271,000	...	...
South Carolina	9	12,586	12,025	4	12,500	11	387,450	3	21,800
Tennessee	9	24,074	23,585	...	...	9	980,500	5	4,727
Texas	4	11,500	17,000	1	4,000	5	370,000	2	19,500
Virginia	8	25,116	18,347	2	127,920	11	1,953,997	2	23,333
West Virginia	2	6,760	8,000	...	...	2	154,200	2	18,000
Total	105	297,952	284,265	20	440,253	116	8,779,252	42	285,425

TABLE 12.—*Financial summary of the 135 secondary and higher colored schools, 1901-2—Continued.*

State.	Number of schools reporting.	Amount received from tuition fees.	Number of schools reporting.	Amount received from productive funds.	Number of schools reporting.	Amount received from sources unclassified.	Number of schools reporting.	Total income for the year 1901-2.
Alabama.....	9	\$10,755	3	\$12,623	7	\$42,047	10	\$82,685
Arkansas.....	1	2,611			1	2,525	1	5,136
Delaware.....					1	2,264	1	7,264
District of Columbia.....	1	1,200	1	7,500	2	6,700	2	50,500
Florida.....	5	2,326			7	22,097	7	29,423
Georgia.....	13	24,311	4	15,006	14	67,829	14	107,976
Kentucky.....	1	1,075			3	7,287	3	11,362
Louisiana.....	5	8,592	3	500	5	13,271	5	22,303
Maryland.....	2	1,627	3	6,250	1	6,000	3	15,877
Mississippi.....	5	17,500	2	12,892	8	83,625	9	92,493
Missouri.....	1	1,960			1	3,000	2	28,900
New Jersey.....	1	833	0		0		1	6,333
North Carolina.....	11	18,444	5	9,571	12	86,329	16	84,773
Ohio.....	1	3,000	1	1,800	1	3,000	1	42,800
Oklahoma.....					1	2,719	1	23,719
Pennsylvania.....	1	1,156	1	21,386	1	12,090	1	34,632
South Carolina.....	9	11,286	2	6,312	8	29,755	11	69,153
Tennessee.....	9	22,111	1	1,754	8	70,621	9	99,213
Texas.....	3	11,118			3	14,675	5	45,293
Virginia.....	9	9,491	5	65,839	11	174,374	11	273,037
West Virginia.....	2	525	2	3,289	2	12,050	2	28,864
Total.....	89	149,331	33	164,722	97	562,258	115	1,161,736

TABLE 13.—Public high schools for negroes—Teachers,

Location.	Name of school.	Teachers.		Pupils enrolled.						Students.				
		Male.	Female.	Total.		Elementary grades.		Secondary grades.		Classical course.		Scientific courses.		
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	
ALABAMA.														
1	Mobile	Broad Street Academy ..	4	7	376	470	353	409	23	61				
ARKANSAS.														
2	Fort Smith	Howard High School....	3	6	180	280	168	250	12	30				
3	Hot Springs	High School.....	1	5	200	298	197	284	3	14				
4	Pine Bluff .....	.....do	6	11	500	735	495	725	5	10			5	10
DISTRICT OF COLUMBIA.														
5	Washington	High School.....	15	10	135	438	0	0	135	438	116	344	0	0
FLORIDA.														
6	Fernandina	District School No. 1	1	5	100	250	95	240	5	10				
7	Gainesville	Union Academy.....	3	11	195	232	190	225	5	7				
GEORGIA.														
8	Madison.....	Madison High School ...	1	2	53	69	47	62	6	7				
9	Rome.....	High School.....	1	2	4	20			4	20	4	20		
10	Sandersville.....	.....do	1	4	140	160	136	152	4	8				
11	Waycross .....	.....do	1	15	275	300	255	270	20	30	20	30		
ILLINOIS.														
12	Cairo	Sumner High School	1	2	22	51			22	51			9	21
13	East St. Louis ...	Lincoln High School....	1	1	7	13			7	13			7	13
INDIANA.														
14	Evansville	Clark High School	3	1	23	41			23	41	23	41		
15	Jeffersonville	High School.....	2	7	8	19			8	19				
16	Madison.....	Broadway High School ..	2	0	6	10			6	10			6	10
17	New Albany.....	Scribner High School ..	1	1	38	45	27	31	11	14	11	14		
18	Vincennes	High School.....	2	5	42	64	38	52	4	12				
KENTUCKY.														
19	Covington.....	William Grant High School.	1	2	11	30			11	30	11	30		
20	Frankfort	Clinton Street High School.	1	3	11	30			11	30			11	30
21	Lexington.....	Russell High School....	3	13	330	332	308	279	22	53				
22	Louisville	Central High School	14	10	454	595	380	379	74	216				
23	Owensboro	High School.....	3	5	184	312	169	272	15	40			15	40
24	Paducah	Lincoln High School	1	0	10	16			10	16	7	10	0	9
25	Paris	High School.....	2	6	154	185	147	166	7	19				
LOUISIANA.														
26	New Orleans	Southern University and Agricultural and Mechanical College.	9	7	132	290	102	235	30	55	1	5	0	0
MARYLAND.														
27	Baltimore	Baltimore City Colored High School.	8	4	107	146	47	18	60	128				
MISSISSIPPI.														
28	Greenville.....	Greenville High School ..	0	8	259	340	253	325	6	15			2	3
29	Grenada.....	Graded School	2	1	111	167	110	162	1	5				
30	Jackson	Graded School No. 2	1	12	300	550	295	538	5	12				
31	Okolona.....	Graded School	1	4	105	167	105	161	0	6				
32	Port Gibson .....	.....do	1	4	121	207	120	181	1	26				
33	Sardis	Panola High School.....	1	2	10	25			10	25	0	15		
34	Vernon.....	Blue Ridge Academy* ..	1	0	57	63	54	59	3	4				
35	Vicksburg.....	Cherry Street College ..	2	17	457	650	397	410	60	240				

*Statistics of 1900-1901.

students, courses of study, etc., 1901-2.

Students.						Graduates.		Pupils receiving manual training.		Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Amount of State, United States, or municipal aid.	Amount received from tuition fees.	Amount received from productive funds.	Amount received from other sources.	Total income for the year 1901-2.	
English course.		Business course.		Normal course.		Male.	Female.	Male.	Female.								
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	25	26	27	28	29	30	31	
23	61					10	13									1	
3	14					0	4	25	75	300						2	
						0	0	0		53	\$3,500					3	
						0	2			150	10,000					4	
						20	62	0	0	1,400	136,300					5	
						1	1									6	
										10	2,000					7	
											3,000					8	
4	8							28	60		2,000					9	
										500						10	
																11	
13	30					4	8	18	41	390						12	
										20	20,500	\$2,200	0	0	0	\$2,200	13
						3	3										14
8	19					0	4			106							15
						0	4			210							16
						0	4			400							17
12	14									250	12,500						18
						0	2			25	25,000						19
						1	6	0	30	152	16,500						20
						4	9			75							21
						5	32										22
		0	9			0	3			300							23
						4	5						\$128			128	24
																	25
132	290	6	30	1	5	1	5	132	200	4,189	65,625	10,000	167	0	\$13,370	23,537	26
				1	12	4	19	73	128	272							27
		4	12			2	7	6	15	51	10,000						28
		1	5								3,000	900	12			912	29
		5	12			2	8			100	20,000						30
										50	25,000						31
						0	6	0	0	25	3,000						32
10	25	10	25	0	6					12	500						33
25	20					3	1				800				400	400	34
60	240	60	240			1	17			50	6,000						35

^aIncludes \$12,893 from United States Government.

TABLE 13.—Public high schools for negroes—Teachers,

Location.	Name of school.	Teachers.		Pupils enrolled.						Students.				
		Male.	Female.	Total.		Elementary grades.		Secondary grades.		Classical course.		Scientific courses.		
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	
MISSOURI.														
36	Boonville.....	Sumner High School....	1	3	133	140	125	114	8	26				
37	Brunswick.....	Ellicott High School*....	1	1	44	64	34	50	10	14			10	14
38	Carrollton.....	Lincoln High School.....	1	1	8	13			8	13				
39	Chillicothe.....	Garrison High School*....	1	0	60	63	59	57	1	6			1	6
40	Glasgow.....	Evans High School.....	3	1	27	22			27	22				
41	Hannibal.....	Douglass High School*....	2	1	15	26			15	26	1	6	1	4
42	Harrisonville.....	Prince Whipple High School.	1	1	45	35	39	31	6	4				
43	Higginsville.....	Douglass High School*....	1	0	99	86	98	80	1	6	0	0	1	6
44	Kansas City.....	Lincoln High School.....	4	3	64	121			64	121			64	121
45	Louisiana.....	do.....	2	2	69	92	64	79	5	13	5	13		
46	Macon.....	Dumas High School.....	1	3	10	14			10	14	4	6		
47	Marshall.....	Lincoln High School.....	1	0	4	14			4	14				
48	Mexico.....	Garfield High School*....	1	0	7	16			7	16	0	0	7	0
49	Moberly.....	Lincoln High School.....	2	2	84	133	77	117	7	16			7	16
50	Richmond.....	do*.....	1	0	12	8			2	8	0	0	0	0
51	St. Joseph.....	High School.....	3	1	17	53			17	53	5	17	2	7
52	St. Louis.....	Sumner High School.....	8	3	72	221	0	0	72	221	0	0	72	182
NORTH CAROLINA.														
53	Durham.....	Whitted High School.....	1	10	248	307	233	276	15	31	7	25	7	25
54	Reidsville.....	Graded School*.....	2	0	12	21			12	21				
OHIO.														
55	Xenia.....	East Main Street High School.	2	2	19	34			19	34	7	21	7	21
OKLAHOMA.														
56	Guthrie.....	Lincoln High School.....	4	6	176	370	170	345	6	25	6	25		
PENNSYLVANIA.														
57	Carlisle.....	Lincoln High School.....	1	0	5	15			5	15	0	3		
SOUTH CAROLINA.														
58	Columbia.....	Howard High School.....	3	11	521	698	514	658	7	40	7	40		
59	Easley.....	Graded School.....	0	1	18	50	18	43	0	7				
60	Spartanburg.....	Dean Street School*....	1	0	8	15			8	15	8	15	8	15
61	Williston.....	Culbert Graded School..	1	1	65	75	64	71	1	4	0	0	1	4
62	Yorkville.....	Graded School*.....	1	1	9	13			9	13			9	13
TENNESSEE.														
63	Chattanooga.....	Howard High School*....	3	13	416	540	399	495	17	45	0	0	14	40
64	Clarksville.....	High School.....	2	12	469	614	466	597	3	17				
65	Dickson.....	Wayman Academy.....	1	2	75	104	71	101	4	3				
66	Knoxville.....	Austin School.....	2	7	122	181	110	136	12	45			3	12
67	McMinnville.....	High School.....	1	1	40	46	23	31	15	15			15	15
68	Memphis.....	Kortrecht High School*..	3	0	15	71			15	71				
69	Murfreesboro.....	Bradley Academy.....	3	3	11	21			11	21	3	4	2	3
70	Nashville.....	Pearl High School.....	5	9	250	475	200	343	50	132				
TEXAS.														
71	Bastrop.....	Emile High School.....	1	0	7	9			7	9	7	9		
72	Beaumont.....	Central High School.....	2	3	100	150	96	145	4	5				
73	Bryan.....	High School.....	3	3	155	197	150	184	5	13				
74	Calvert.....	do.....	1	5	176	249	172	237	4	12	4	12		
75	Dallas.....	do.....	1	1	9	57			9	57	9	57		
76	El Paso.....	Douglass High School.....	1	2	74	80	70	70	4	10				
77	Fort Worth.....	School No. 10*.....	2	2	16	28			16	28	16	28		
78	Galveston.....	Central High School.....	4	2	90	143	81	128	9	15				
79	Gonzales.....	High School.....	1	3	107	102	104	87	3	15	3	15		

* Statistics of 1900-1901.

students, courses of study, etc., 1901-2—Continued.

Students.						Gradu- ates.	Pupils receiving manual train- ing.		Volum- es in library.	Value of grounds, build- ings, furniture, and set- tles, etc.	Amount of State, United States, or municipal aid.	Amount received from tuition fees.	Amount received from productive funds.	Amount received from other sources.	Total income for the year 1901-2.		
English course.		Busi- ness course.		Normal course.			Male.	Female.								Male.	Female.
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	25	26	27	28	29	30	31	
8	26					1	1			300						36	
						0	5			100	\$5,000					37	
						1	4	0	75	75	3,000					38	
						0	5			600	6,000					39	
						3	2			207	2,200					40	
12	23	0	0	0	0	0	0	0	0	50	2,400					41	
6	4	6	4			0	4	10	11	360	2,500					42	
0	0	0	0	0	0	0	0	0	0	57	1,000					43	
						12	13			12	13					44	
						1	2			444						45	
						0	1			27	2,500					46	
0	0	7	0	0	0	0	1	5	0	50						47	
						1	3	0	0	300						48	
2	6	0	0	0	0	1	0	0	0	156						49	
12	17	0	0	5	18	0	3	0	0	109						50	
0	0	0	0	0	39	7	49	72	221	127	25,000					51	
										250	100,000					52	
7	25	7	25			5	9	20	0	600	8,000					53	
						0	4			25	1,000	\$1,250				\$1,250	54
12	13					3	7			500	5,000						55
						0	2				75						56
											30						57
0	7					0	6			150	10,000	113	\$62	0	0	175	58
64	71			1	4	0	2	0	0		500						60
9	13			9	13						1,000						61
		1	5			4	7			50	40,000						63
						0	5			125	11,000						64
										102	1,500						65
2	3					2	13			800	15,000						66
						0	1				750	650	20	0	0	670	67
15	71					2	11			150	20,000						68
11	21										2,400						69
						8	12			50	15,000						70
7	9					1	2				8,000	1,300	50			1,350	71
						1	2	8	15								72
172	237					1	1			160	5,260						73
						1	13			150	2,500						74
						1	13			543	35,000						75
4	10					1	1			300	15,000						76
						1	4			207	10,000	2,855	0	0	0	2,855	77
9	15					14	36	90	143	200	1,725						78
											3,000						79

TABLE 13.—Public high schools for negroes—Teachers,

	Location.	Name of school.	Teachers.		Pupils enrolled.						Students.			
			Male.	Female.	Total.		Elementary grades.		Secondary grad.s.		Classical course.		Scientific courses.	
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	
TEXAS—cont'd.														
80	Hempstead.....	High school*.....	1	0	3	13	.....	.....	3	13	.....	.....	.....	.....
81	Houston.....	do.....	7	10	320	462	292	348	28	114	.....	.....	10	44
82	Mexia.....	do.....	1	2	59	84	55	79	4	5	.....	.....	.....	.....
83	Navasota.....	do.....	2	3	100	200	88	183	12	17	.....	.....	.....	.....
84	Orange.....	do.*.....	1	0	11	25	.....	.....	11	25	.....	.....	.....	.....
85	Palestine.....	Lincoln High School.....	2	4	135	170	125	160	10	10	.....	.....	10	10
86	Paris.....	High School.....	2	7	250	326	243	307	7	19	7	19	.....	.....
87	San Antonio.....	Riverside High School.....	2	0	3	21	.....	.....	3	21	.....	.....	3	21
88	Waco.....	High School.....	6	3	35	42	.....	.....	85	42	.....	.....	25	32
89	Waxahachie.....	do.....	2	2	8	6	.....	.....	8	6	8	6	.....	.....
VIRGINIA.														
90	Danville.....	High School*.....	1	1	18	26	.....	.....	18	26	0	0	15	16
91	Lynchburg.....	do.....	1	3	38	93	26	59	12	34	.....	.....	12	34
92	Manchester.....	do.....	2	7	204	350	195	325	9	25	.....	.....	.....	.....
93	Petersburg.....	Peabody High School.....	1	11	350	440	335	399	15	41	0	0	0	0
94	Richmond.....	High and Normal School.....	0	10	70	221	0	0	70	221	0	0	0	0
95	Winchester.....	Winchester Graded School.....	1	2	70	90	67	86	3	4	0	0	0	0
WEST VIRGINIA.														
96	Clarksburg.....	High School.....	2	2	76	82	71	71	5	11	.....	.....	.....	.....
97	Huntington.....	Douglass High School.....	7	4	120	125	110	110	10	15	10	15	.....	.....
98	Parkersburg.....	Sumner High School*.....	3	4	80	92	73	79	7	13	.....	.....	.....	.....
99	Point Pleasant.....	Langston Academy.....	2	1	47	32	33	20	14	12	3	1	.....	.....

* Statistics of 1900-1901.

students, courses of study, etc., 1901-2—Continued.

Students.						Gradu- ates.	Pupils receiving manual training.		Volumes in library.	Value of grounds, build- ings, furniture, and set- entile apparatus.	Amount of State, United States, or municipal aid.	Amount received from tuition fees.	Amount received from productive funds.	Amount received from other sources.	Total income for the year 1901-2.		
English course.		Busi- ness course.		Normal course.			Male.	Female.									
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	25	26	27	28	29	30	31	
3	13					1	1			20						80	
						3	14			630	\$30,150					81	
4	5					0	4			20	1,500	\$900	\$168		\$132	\$1,200	82
5	25					2	2				2,000						83
						0	3			203	1,750	990	0	0	0	990	84
						2	0			0	4,316						85
243	307					0	4			400	9,000						86
						0	3	0	10	200	10,000						87
10	11					2	10			153	20,000						88
						2	0			200	5,000						89
3	10			0	5	5	9	0	0		3,000						90
12	34					3	2	0	0	414							91
204	350					3	5										92
0	0	0	0	0	0	3	9	0	41								93
70	221	0	0	0	0	6	29			315							94
4	4			4	4	1	2										95
						1	1			400	20,000						96
						1	2			500	1,000						97
						1	2			100							98
						3	1				5,000						99

TABLE 14.—Secondary and higher schools for negroes—

Location.	Name of school.	Religious denomination.	Teachers.					Pupils enrolled.		
			White.		Colored.		Total.	Male.	Female.	
			Male.	Female.	Male.	Female.				Total.
1	2	3	4	5	6	7	8	9	10	
ALABAMA.										
1	Athens	Trinity Normal School ^a								
	Calhoun	Calhoun Colored School	Nonsect	2	12	3	4	21	105	164
	Huntsville	Central Alabama Academy ^a								
2	Irma	Kowaliga Academic and Industrial Institute.	Nonsect			4	3	7	79	125
3	Marion	Lincoln Normal School	Cong		8			8	103	201
4	Mobile	Emerson Normal Institute	Cong	1	5	0	1	7	110	156
5	Montgomery	State Normal School for Colored Students.	Nonsect	2	3	5	16	26	424	647
6	Normal	Agricultural and Mechanical College.	Nonsect			13	13	26	211	244
7	Selma	Alabama Baptist Colored University.	Bapt			4	9	13	125	286
8	Talladega	Talladega College	Cong	6	17	1	2	26	232	302
	Troy	Troy Industrial Academy ^a								
9	Tuscaloosa	Oak City Academy	Bapt				1	1	40	50
10	do	Stillman Institute.	Presb	2				2	37	0
11	Tuskegee	Tuskegee Normal and Industrial School.*	Nonsect			12	16	28	832	371
ARKANSAS.										
	Argenta	Shorter University ^a								
12	Arkadelphia	Arkadelphia Academy	Bapt			1	1	2	15	20
13	Little Rock	Arkansas Baptist College	Bapt	3		3	8	14	200	170
14	do	Philander Smith College	M. E.	1	4	5	3	13	221	243
15	Pine Bluff	Branch Normal College	Nonsect	2	0	3	2	7	123	97
	Southland	Southland College ^a								
DELAWARE.										
16	Dover	State College for Colored Students.*	Nonsect			4	2	6	42	20
DISTRICT OF COLUMBIA.										
17	Washington	Howard University	Nonsect	42	2	24	5	73	620	251
18	do	National Kindergarten Training School.*	Nonsect	0	4	0	0	4	0	22
19	do	Washington Normal School No. 2.	Nonsect	0	0	0	7	7	12	68
FLORIDA.										
20	Jacksonville	Cookman Institute	M. E.		1	2	1	4	118	95
21	do	Edward Waters College	A. M. E.	0	0	3	2	5	86	65
22	do	Florida Baptist Academy	Bapt.			3	7	10	94	128
	Live Oak	Florida Institute ^a								
23	Martin	Fessenden Academy*				1	4	5	116	122
24	Ocala	Emerson Memorial Home*	M. E.		3			3	0	64
25	Orange Park	Normal and Manual Training School.	Cong	2	6		1	9	68	71
26	Tallahassee	Florida State Normal and Industrial College.	Nonsect	0	0	9	7	16	59	94
GEORGIA.										
27	Athens	Jeruel Academy ^a								
	do	Knox Institute and Industrial School.	Cong			2	4	6	126	167
28	Atlanta	Atlanta Baptist College	Bapt.	3	2	6	2	13	157	0
29	do	Atlanta University	Nonsect	4	8	2	1	15	100	182
30	do	Morris Brown College*	A. M. E.			8	7	15	310	202
31	do	Spelman Seminary	Bapt.	0	39	0	3	42	0	693
32	do	Storrs School	Cong	0	8	0	1	9	138	191
33	Augusta	Haines Normal and Industrial Institute.	Presb			4	15	19	164	343
34	do	Paine College	Meth	3	1	3	4	11	113	143
35	do	Walker Baptist Institute*	Bapt.	0	0	3	5	8	49	102

* Statistics of 1900-1901.

^a No report.

TABLE 14.—Secondary and higher schools for negroes—

Location.	Name of school.	Religious denomination.	Teachers.					Pupils enrolled.		
			White.		Colored.		Total.	Male.	Female.	
			Male.	Female.	Male.	Female.				
1	2	3	4	5	6	7	8	9	10	
GEORGIA—cont'd.										
36	College	Georgia State Industrial College.	Nonsect			13	1	14	328	81
37	Fort Valley	Fort Valley High and Industrial School.	Nonsect	4	6	4	6	20	114	136
38	Lagrange	La Grange Baptist Academy ..	Bapt.			1	2	3	73	90
39	McIntosh	Dorchester Academy	Cong	1	11	1	0	13	154	204
40	Macon	Ballard Normal School	Cong	1	11	1	1	14	130	390
41	do	Central City College	Bapt.	0	0	5	9	14	165	200
	Savannah	Beach Institute <i>a</i> .....	.....						
42	South Atlanta	Clark University	M. E.	2	7	3	9	21	227	353
43	do	Gammon Theological Seminary	M. E.	3	1	1		5	60	2
44	Thomasville	Allen Normal and Industrial School.	Cong	0	8	0	0	8	50	190
KENTUCKY.										
45	Cane Spring	Eckstein Norton University	Nonsect			4	6	10	36	47
46	Frankfort	State Normal School *	Nonsect	0	0	7	3	10	76	116
47	Lebanon	St. Augustine's School for Colored Children.	R. C.	0	1	0	0	1	22	20
48	Louisville	Louisville Christian Bible School.*	Christian ...	1	0	1	0	2	27	0
49	do	State University	Bapt.			8	3	11	140	52
LOUISIANA.										
50	Alexandria	Alexandria Academy	Meth				2	2	47	56
51	do	Central Louisiana Academy ..	Bapt.			1	3	4	69	117
52	Baldwin	Gilbert Academy and Industrial College.	M. E.			8	7	15	94	96
53	New Orleans	Leland University	Bapt.	5	5	14	16	40	665	605
54	do	New Orleans University *	M. E.	4	4	8	2	18	212	313
55	do	Straight University	Cong	2	25	2	2	31	284	425
MARYLAND.										
56	Baltimore	Baltimore Normal School *	Nonsect	1	0	0	1	2	13	40
57	do	Morgan College *	M. E.	2	2	1	0	5	45	20
58	do	St. Francis Academy	R. C.					15	15	63
59	Melvale	Industrial Home for Colored Girls.*	Nonsect		4			4	0	120
60	Princess Anne	Princess Anne Academy *	M. E.	4	0	5	2	11	36	34
MISSISSIPPI.										
61	Clinton	Mount Hermon Female Seminary.	Nonsect		5		2	7	0	95
62	Edwards	Southern Christian Institute ..	Christian ...	3	5	2	1	11	58	51
65	Holly Springs	Mississippi State Normal School.	Nonsect	1	0	6	2	9	82	121
64	do	Rust University	M. E.	3	6	3	0	12	169	200
65	Jackson	Jackson College	Bapt.	3	4	1	2	10	67	93
66	Meridian	Lincoln School	Cong		6		2	8	150	180
	do	Meridian Academy <i>a</i> .....	.....						
67	Natchez	Natchez College *	Bapt.			2	3	5	73	150
68	Tougaloo	Tougaloo University	Cong	7	16			23	235	267
69	Westpoint	Mary Holmes Seminary	Presb	1	11	0	0	12	0	222
70	Westside	Alcorn Agricultural and Mechanical College.*	Nonsect	0	0	16	0	16	395	30
MISSOURI.										
71	Jefferson City	Lincoln Institute	Nonsect	2	0	10	5	17	132	121
72	Sedalia	George R. Smith College	M. E.	1	3	4	2	10	50	55
NEW JERSEY.										
73	Bordentown	Manual Training and Industrial School.	Nonsect	2	1	3	6	12	55	70

* Statistics of 1900-1901.

a No report.

Teachers, students, courses of study, etc., 1901-2—Continued.

Pupils enrolled.						Students.										Graduates.						
Elementary grades.		Secondary grades.		Collegiate grades.		Classical course.		Scientific courses.		English course.		Normal course.		Business course.		High school course.		Normal course.		Collegiate course.		
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	
100	41	200	30	28	10																	36
104	114	10	22	0	0	0	0	0	0	114	136	10	22	0	0	0	0	1	0	0	0	37
64	54	9	36	0	0					78	90	3	8									38
132	185	22	19	0	0	0	0	0	0	22	19	3	2			0	0	3	2	0	0	39
115	344	15	46	0	0	11	42	0	0			3	4			0	0	3	4	0	0	40
124	183	40	15	1	2	1	2	24	30			1	4									41
172	257	36	88	19	8					1	57							0	9	3	1	42
	60	2																				43
47	157	3	33	0	0							3	33					1	5			44
23	31	11	14	2	2	1	3					3	3	3	2			3	1			45
27	30	49	86	0	0	0	0					76	116	0	0	0	0	4	4	0	0	46
22	20	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	47
		27	0							27	0											48
		100	25	40	27																	49
30	28	17	28							46	53	1	2			1	2	2	7			50
50	80	19	37							69	117					1	5					51
74	65	12	22	8	9					94	95					1	0					52
591	553	64	50	10	2	10	4	21	41	665	605							2	4	3	0	53
141	264	35	46	36	3	10	2	1	1			0	29			6	12	0	7	1	1	54
232	347	50	78	2	0	26	25	6	10	27	42	5	7			8	11			1	0	55
0	0	9	27	4	13					13	40	4	13			0	0	0	1	4		56
0	0	36	19	9	1	20	5	0	0	16	13	9	10	0	0	0	0	0	0	4	1	57
0	29	0	34																			58
0	120																					59
0	0	15	6	21	28	0	0	0	0	0	0	21	28	0	0	2	1	2	3	0	0	60
0	47	0	48							0	48	0	48									61
32	32	20	16	6	3													1	0			62
		82	121			10	10											10	10			63
125	125		44	75	8	1				75	128	100	110	10	10	14	23	1	3	4	0	64
35	73	32	20			7	8			60	85	100	110			4	2					65
100	80	50	100			12	30									30	50	10	14			66
43	97	28	52	2	1	2	1	2	1							40	43	1	2	9	0	67
205	225	25	38	5	4	10	11			11	33	25	32			3	7	3	7	1	2	68
0	154	0	68					0	8	0	154					0	17					69
290	19	70	9	35	2	0	0	0	0	368	27	0	0	25	6	25	6			6	0	70
35	41	95	80	2	0	2	0						95	80				95	65	8	0	71
5	7	41	42	4	6	4	6								11	15		3	4	0	0	72
18	17	37	53	0	0			0	0			0	4	0	0	0	0	0	4	0	0	73

TABLE 14.—Secondary and higher schools for negroes—

	Location.	Name of school.	Religious denomination.	Teachers.					Pupils enrolled.	
				White.		Colored.		Total.	Male.	Female.
				Male.	Female.	Male.	Female.				Total.
1	2	3	4	5	6	7	8	9	10	
NORTH CAROLINA.										
71	Beaufort	Washburn Seminary	Nonsect	1	4	1	0	6	67	90
75	Charlotte.....	Biddle University.....	Presb.....	14	.....	14	200	0	.....	.....
76	Clinton.....	Clinton Normal and Industrial School.*	Nonsect.....	2	1	3	53	60	.....	.....
77	Concord.....	Scotia Seminary.....	Presb.....	1	11	0	5	17	0	283
78	Elizabeth City.....	Elizabeth City State Normal School.*	Nonsect.....	.....	.....	2	2	4	37	93
79	Fayetteville.....	State Colored Normal School*.	Nonsect.....	.....	.....	2	1	3	30	63
80	Franklinton.....	Albion Academy, State Normal School.*	Presb.....	.....	.....	6	4	10	132	167
81	.....do.....	Franklinton Christian College.	Christian	1	3	3	.....	7	61	56
82	Greensboro.....	State Colored Normal School ^a	.....	.....	.....	3	4	3	10	118
83	.....do.....	Bennett College	M. E.....	.....	.....	3	4	3	10	139
.....do.....	.....do.....	The Agricultural and Mechanical College for the Colored Race.	Nonsect.....	1	0	8	0	9	91	0
.....do.....	Highpoint.....	High Point Normal and Industrial School. ^a	.....	.....	.....	.....	.....	.....	.....	.....
.....do.....	Kings Mountain..	Lincoln Academy ^a .....	.....	.....	.....	.....	.....	.....	.....	.....
84	Liberty.....	Liberty Normal School*	Nonsect	3	2	0	0	5	85	90
.....do.....	Lumberton.....	Whitin Normal School ^a .....	.....	.....	.....	.....	.....	.....	.....	.....
85	Peedee	Barrett Collegiate and Industrial Institute.	Nonsect	0	0	3	2	5	70	75
86	Plymouth.....	Plymouth State Normal School.	Nonsect	2	1	2	1	6	35	171
87	Raleigh.....	St. Augustine's School	P. E.....	2	4	6	6	18	155	170
88	.....do.....	Shaw University	Bapt.....	10	4	8	4	26	246	170
89	Salisbury.....	Livingstone College*	A. M. E. Z.....	.....	.....	7	8	15	143	207
.....do.....	.....do.....	State Colored Normal School ^a	.....	.....	.....	.....	.....	.....	.....	.....
90	Wilmington.....	Gregory Normal School ^a .....	.....	.....	.....	.....	.....	.....	.....	.....
91	Windsor.....	Bertie Academy*	Bapt.....	0	0	1	2	3	46	73
91	Winston.....	The Slater Industrial and State Normal School.*	Nonsect.....	1	.....	8	4	13	117	146
92	Winton.....	Waters Normal Institute.....	Bapt.....	.....	.....	4	3	7	123	151
OHIO.										
93	Wilberforce.....	Wilberforce University*	A. M. E.....	.....	.....	23	8	31	160	181
OKLAHOMA.										
94	Langston.....	Colored Agricultural and Normal University.	.....	.....	.....	7	2	9	83	128
PENNSYLVANIA.										
95	Lincoln University.	Lincoln University*	Presb.....	12	0	.....	.....	12	199	0
96	Philadelphia.....	Institute for Colored Youth	Friends.....	0	0	3	6	9	98	188
SOUTH CAROLINA.										
97	Allendale.....	Francis Daniel Pastorius School*	Nonsect.....	.....	.....	2	2	4	120	90
98	Aiken.....	Schofield Normal and Industrial School.	Nonsect.....	1	4	6	3	14	98	121
.....do.....	Beaufort.....	Harbison Institute ^a .....	.....	.....	.....	.....	.....	.....	.....	.....
.....do.....	Camden.....	Browning Home School ^a .....	.....	.....	.....	.....	.....	.....	.....	.....
99	Charleston.....	Avery Normal Institute.....	Cong.....	1	6	0	1	8	113	239
100	.....do.....	Wallingford Academy.....	Presb.....	1	3	4	57	83	.....	.....
101	Chester.....	Brainerd Institute*	Presb.....	2	4	1	3	10	90	147
102	Columbia.....	Allen University.....	A. M. E.....	.....	.....	7	7	14	144	213
103	.....do.....	Benedict College.....	Bapt.....	4	8	6	2	20	188	255
104	Frogmore.....	Penn Normal, Industrial and Agricultural School.	Nonsect.....	.....	.....	2	5	8	15	160
105	Greenwood.....	Brewer Normal School	Cong.....	1	8	0	0	9	95	161
106	Lancaster.....	Lancaster Normal and Industrial Institute.	A. M. E. Z.....	.....	.....	1	3	4	95	167

* Statistics of 1900-1901.

^a No report.

Teachers, students, courses of study, etc., 1901-2—Continued.

Pupils enrolled.				Students.												Graduates.							
Elementary grades.		Secondary grades.		Collegiate grades.		Classical course.		Scientific courses.		English course.		Normal course.		Business course.		High school course.		Normal course.		Collegiate course.			
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32		
58	74	9	16					1	3	66	88					1	1					74	
38	47	92	0	108	0	89	0	7	0	92	0	57	0			57	0	37	0	15	0	75	
		15	18							53	60	15	25										76
0	258	0	25					0	9	0	16	0	9					0	0			77	
		37	93									37	93					2	5			78	
21	27	111	140					11	2	111	140	11	2	80	63			0	9			79	
48	88	13	18									5	6			1	0					80	
63	114	45	25	4	0	4	0			118	139	80	35	4	5			4	5	1	0	82	
65	0	26	0							84	0					6	1					83	
30	25	20	35	35	30	5	8	8	10	20	20	5	10	6	0	5	8	3	5	0	0	84	
30	35	25	30	15	10	8	4	8	4	30	55	30	35	25	15	2	0	4	2	1	0	85	
14	83	21	88									21	88									86	
132	147	15	15	8	8	3	5					23	23					0	4	1		87	
68	133	37	28	141	9	10	9			37	28							0	18	1	2	88	
		123	199	20	8	28	0	25	0			37	42									89	
33	35	13	38	0	0	0	0	0	0	33	35	13	38	0	0	0	0	0	0	0	0	90	
66	81	51	65													1	1	7	4			91	
45	76	78	75							123	151	78	75			4	8	78	75			92	
		99	170	61	11	12	0	51	0			38	40	22	20					8	4	93	
67	101	16	27			1	1					13	22									94	
0	0	0	0	199	0	146	0													37	0	95	
74	106	24	82									7	46	2	8	2	8					96	
75	60	45	30							120	90	12	4									97	
83	115	9	6									2	4					2	4			98	
77	103	36	136	0	0	3	7	10	16	100	239	0	16			7	1					99	
42	56	15	27							15	27	15	27						0	16		100	
82	139	8	8			8	1			0	7											101	
66	137	69	70	9	6	5	0	4	6													102	
75	53	101	200	12	2	12	2	2	2													103	
125	100	32	10			0	0	0	0	32	10	32	10	0	0	0	0	9	3	0	0	104	
90	154	5	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	1	0	0	105	
78	162	17	5							95	167	17	5					6	2			106	

TABLE 14.—Secondary and higher schools for negroes—

Location,	Name of school.	Religious denomination.	Teachers.					Pupils enrolled.		
			White.		Colored.		Total.			
			Male.	Female.	Male.	Female.	Total.	Male.	Female.	
1	2	3	4	5	6	7	8	9	10	
SOUTH CAROLINA—continued.										
107	Orangeburg	Clafin University	Meth	4	6	15	8	33	350	277
108	.....do	Colored Normal, Industrial, Agricultural, and Mechanical College.	Nonsect			13	8	21	360	264
TENNESSEE.										
109	Dickson	Wayman Academy	Nonsect			1	2	3	77	104
110	Jackson	Lane College*	M. E.	1	0	3	6	10	159	113
111	Jonesboro	Warner Institute	Cong			1	2	3	51	69
112	Knoxville	Knoxville College	U. Presb	9	12	2	2	25	125	178
113	Memphis	Le Moyne Normal Institute	Cong	1	9	2	6	18	250	375
114	Morristown	Morristown Normal College*	M. E.	1	11	3	2	17	138	213
115	Nashville	Fisk University	Cong			11	0	0	203	126
116	.....do	Roger Williams University	Bapt	3	7	2	1	13	134	87
117	.....do	Walden University*	Meth			34	8	42	411	178
TEXAS.										
118	Austin	Tillotson College	Cong	3	10	0	0	13	59	89
	Crockett	Mary Allen Seminary ^a								
	Hearne	Hearne Academy, Normal and Industrial Institute, ^a								
119	Marshall	Bishop College	Bapt	5	12	3	1	21	210	231
120	.....do	Wiley University	M. E.			2	6	8	16	242
121	Prairieview	Prairie View State Normal and Industrial College.	Nonsect			18	3	21	148	162
122	Waco	Paul Quinn College	A. M. E.			7	8	15	130	94
VIRGINIA.										
123	Alexandria	William McKinley Normal and Industrial School.	Nonsect			2	3	5	29	30
	Burkeville	Ingleside Seminary ^a								
124	Cappahosic	Gloucester Agricultural and Industrial School.	Nonsect	0	0	3	6	9	52	78
125	Claremont	Temperance, Industrial and Collegiate Institute.	Nonsect			3	4	7	49	68
126	Hampton	Hampton Normal and Agricultural Institute.	Nonsect	29	37	5	2	73	559	520
	.....do	Spiller Academy ^a								
	Lawrenceville	St. Paul Normal and Industrial School, ^a								
	Lynchburg	Virginia Theological Seminary and College, ^a								
127	Manassas	Manassas Industrial School	Nonsect			4	4	8	19	55
128	Norfolk	Norfolk Mission College	U. Presb	4	7	1	4	16	228	431
129	Petersburg	Bishop Payne Divinity School	P. E.	2		1		3	17	0
130	.....do	Virginia Normal and Industrial Institute.		0	0	6	6	12	112	204
131	Richmond	Hartshorn Memorial College	Bapt	1	7	0	2	10	0	145
132	.....do	Virginia Union College	Bapt	6	3	7	1	17	218	0
133	Suffolk	St. Paul's Universalist Mission School.	Universalist			1	2	3	120	150
WEST VIRGINIA.										
134	Harpers Ferry	Storer College	Free Bapt			2	6	8	47	80
135	Institute	West Virginia Colored Institute.	Nonsect			9	4	13	62	83

* Statistics of 1900-1901.

^a No report.

TABLE 15.—Secondary and higher schools for negroes—Professional

Name of school.	Students in professional courses.			Pupils receiving industrial training.			Students trained in industrial branches.										
	Male.	Female.	Total.	Male.	Female.	Total.	Farm or garden work.	Carpentry.	Bricklaying.	Plastering.	Painting.	Tin or sheet-metal work.	Forging.	Machine-shop work.	Shoemaking.	Printing.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
ALABAMA.																	
1	Trinity Normal School <i>a</i>	0	0	0	101	160	261	146	68	.....	.....	.....	.....	.....	.....	.....
	Calhoun Colored School	0	0	0	101	160	261	146	68	.....	.....	.....	.....	.....	.....	.....
2	Central Alabama Academy <i>a</i>	0	0	0	20	35	55	.....	35	.....	.....	.....	.....	.....	.....	.....
	Kowaliga Academic and Industrial Institute.	0	0	0	20	35	55	.....	35	.....	.....	.....	.....	.....	.....	.....
3	Lincoln Normal School.....	0	0	0	0	150	150	.....	.....	.....	.....	.....	.....	.....	.....	.....
4	Emerson Normal Institute..	0	0	0	10	70	80	.....	.....	.....	.....	.....	.....	.....	.....	.....
5	State Normal School for Colored Students.	0	0	0	87	329	416	.....	30	.....	.....	.....	.....	.....	.....	.....
6	Agricultural and Mechanical College.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
7	Alabama Baptist Colored University.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
8	Talladega College	40	0	40	123	205	328	.....	90	5	.....	.....	8	.....	.....	.....
9	Troy Industrial Academy <i>a</i> .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
10	Oak City Academy.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
11	Stillman Institute	9	0	9	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Tuskegee Normal and Industrial School.*	71	20	91	882	371	1,253	115	96	41	19	17	40	53	14	21
ARKANSAS.																	
12	Shorter University <i>a</i>
	Arkadelphia Academy.....
13	Arkansas Baptist College	9	1	10	10
14	Philander Smith College	19	101	120	15
15	Branch Normal College.....	.....	.....	.....	79	75	154	.....	36	.....	.....	9	26	9	.....	.....
	Southland College <i>a</i>
DELAWARE.																	
16	State College for Colored Students.*
DISTRICT OF COLUMBIA.																	
17	Howard University.....	392	16	408	145	68	213	83	12	50
18	National Kindergarten Training School.*	0	0	0	0	0	0
19	Washington Normal School, No. 2.	0	246	246
FLORIDA.																	
20	Cookman Institute
21	Edward Waters College.....	0	6	6
22	Florida Baptist Academy... Florida Institute <i>a</i>	3	0	3	26	31	57	26
23	Fessenden Academy*.....	0	0	0	0	122	122
24	Emerson Memorial Home*.	0	0	0	0	60	60
25	Normal and Manual Training School.	68	71	139	58
26	Florida State Normal and Industrial College.	59	94	153	22	10	5	6	4
GEORGIA.																	
27	Jeruel Academy <i>a</i>
	Knox Institute and Industrial School.	42	103	145	42	11

* Statistics of 1900-1901.

a No report.

and industrial training—Equipment and income, 1901-2.

Students trained in industrial branches.			Chief sources of support.	Value of benefactions or bequests in 1901-1902.	Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Amount of State, United States, or municipal aid.	Amount received from tuition fees.	Amount received from productive funds.	Amount received from other sources.	Total income for the year 1901-2.	
Sewing.	Cooking.	Other trades.										
18	19	20	21	22	23	24	25	26	27	28	29	
90	41	22	Donations.....	\$28,285	2,186	\$2,800	0	\$700	\$408	\$68	\$1,176	1
20	20	25	Northern philanthropy and tuition.	.....	300	15,000	\$260	100	.....	3,845	4,205	2
150	.....	50	American Miss. Assn.	.....	200	3,000	0	700	0	0	700	3
80	.....	.....	do	.....	500	18,000	.....	1,407	.....	2,484	3,891	4
329	.....	87	State, Slater Fund, Peabody Fund.	.....	300	40,000	8,500	2,000	.....	4,900	15,400	5
.....	.....	.....	State and U. S.	.....	3,735	69,196	4,000	.....	.....	11,150	15,150	6
.....	.....	.....	Benevolent contributions and endowment.	.....	800	500	30,150	2,200	.....	.....	2,200	7
179	9	328	Tuition and Baptist Association.	.....	7,000	140,000	0	1,500	4,500	7,000	13,000	8
.....	.....	.....	Church	.....	.....	600	.....	270	.....	.....	270	9
68	34	985	State, endowment, donations.	164,709	5,000	356,866	4,500	1,878	7,715	12,600	26,693	11
.....	.....	.....	Tuition and Baptist Association.	.....	25	3,000	.....	.....	.....	.....	.....	12
101	.....	4	Freedmen's Aid and South. Ed. Soc., of M. E. Church.	.....	250	40,000	.....	.....	.....	.....	.....	13
65	20	.....	.....	.....	1,600	40,000	.....	2,611	.....	2,525	5,136	14
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	15
.....	.....	.....	United States.	.....	550	34,000	5,000	.....	.....	2,264	7,264	16
68	.....	.....	U. S. and endowment.	.....	42,364	700,000	635,100	.....	7,500	6,500	49,100	17
.....	.....	.....	Tuition and subscriptions.	.....	.....	.....	.....	1,200	.....	200	1,400	18
41	.....	205	City	.....	735	.....	.....	.....	.....	.....	.....	19
.....	.....	.....	Freedman's Aid Soc. of the M. E. Church.	.....	.....	400	.....	703	0	885	1,588	20
.....	6	.....	A. M. E. Church, tuition.	.....	.....	.....	.....	380	0	3,880	4,260	21
31	31	.....	Am. Bapt. H. M. Soc.	.....	500	10,000	.....	543	.....	600	1,143	22
122	12	.....	Amer. Miss. Assn., tuition.	.....	1,000	4,000	500	100	.....	1,000	1,600	23
60	20	50	W. H. M. S., M. E. Church.	1,746	150	7,000	.....	.....	.....	982	982	24
71	.....	68	Amer. Miss. Assn., tuition.	.....	500	20,000	.....	600	.....	2,250	2,850	25
64	45	55	State and United States.	.....	778	35,000	4,500	.....	.....	12,500	17,000	26
103	.....	.....	Tuition and the Amer. Miss. Assn.	.....	150	4,500	.....	.....	.....	.....	.....	27

b From United States Government.

TABLE 15.—Secondary and higher schools for negroes—Professional

Name of school.	Students in professional courses.			Pupils receiving industrial training.			Students trained in industrial branches.									
	Male.	Female.	Total.	Male.	Female.	Total.	Farm or garden work.	Carpentry.	Bricklaying.	Plastering.	Painting.	Tin or sheet-metal work.	Forging.	Machine-shop work.	Shoemaking.	Printing.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
GEORGIA—continued.																
28 Atlanta Baptist College.....	24	0	24													
29 Atlanta University.....				66	167	233	6	29					10			9
30 Morris Brown College*.....	23	0	23	0	0	0	0	0	0	0	0	0	0	0	0	0
31 Spelman Seminary.....	0	14	14	0	525	525										27
32 Storrs School.....	0	0	0	6	96	102										
33 Haines Normal and Industrial Institute.				65	250	315		65								14
34 Paine College.....	35	0	35													
35 Walker Baptist Institute*..	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
36 Georgia State Industrial College.....																
37 Fort Valley High and Industrial School.	0	0	0	22	42	64	16	22			2		12	15		
38 La Grange Baptist Academy.....																
39 Dorchester Academy.....	0	0	0	82	81	163		82			6					
40 Ballard Normal School.....	0	0	0	75	225	300		75								
41 Central City College.....				40	89	129		40								15
42 Beach Institute ^a																
42 Clark University.....				81	389	470		81								
43 Gammon Theological Seminary.	62	0	62													
44 Allen Normal and Industrial School.				30	120	150										
KENTUCKY.																
45 Eckstein Norton University.	1	0	1	10	47	57	3	3								10
46 State Normal School*.....	0	0	0													
47 St. Augustine's School for Colored Children.	0	0	0	22	20	42										
48 Louisville Christian Bible School.*	19	0	19	0	0	0										
49 State University.....																
LOUISIANA.																
50 Alexandria Academy.....																
51 Central Louisiana Academy																
52 Gilbert Academy and Industrial College.				36	31	67	10	6				4				7
53 Leland University.....	27	0	27	50	33	83	10	50								
54 New Orleans University*..	38	0	38													
55 Straight University.....				100	225	325		72								
MARYLAND.																
56 Baltimore Normal School*.	0	0	0	2	2	4										
57 Morgan College*.....	8	0	8	35	18	53										
58 St. Francis Academy.....				0	63	63										
59 Industrial Home for Colored Girls.*	0	0	0	0	120	120										
60 Princess Anne Academy*..	0	0	0	36	34	70	36	4					1	0		6

* Statistics of 1900-1901.

^aNo report.

and industrial training—Equipment and income, 1901-2—Continued.

Students trained in industrial branches.			Chief sources of support.	Value of benefactions or bequests in 1901-1902.	Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Amount of State, United States, or municipal aid.	Amount received from tuition fees.	Amount received from productive funds.	Amount received from other sources.	Total income for the year 1901-2.	
Sewing.	Cooking.	Other trades.										
18	19	20	21	22	23	24	25	26	27	28	29	
85	55	52	Amer. Baptist Home Mission Society. Benevolent contribution.	\$35,000	11,500	1,000	0	2,300	1,650	100	\$7,658	28
0	0	0	Tuition.	1,800	100,500	300,000	0	4,500	5,500	10,000	30	30
445	116	0	W. A. B. H. Miss. Soc., Slater Fund.	3,674	300,000	300,000	0	3,688	316	23,933	27,937	31
102	70	166	Amer. Miss. Assn. Northern Presbyterian Church.	200	3,500	3,500	0	1,788	0	1,636	3,424	32
0	0	0	M. E. Church, South Walker Bapt. Assn., Amer. Bapt. Home Miss. Soc.	0	200	7,000	0	628	0	2,956	3,584	35
42	20	0	Tuition, State and donations. State, public school funds and tuition.	8,293	614	19,000	\$500	800	5,000	6,300	37	37
81	25	0	Tuition and Amer. Miss. Assn.	0	700	13,000	0	628	0	5,805	6,433	39
225	0	0	Miss. Bapt. Convention, tuition.	600	20,000	20,000	0	2,700	0	3,630	6,330	40
318	71	0	Church and contributions. Freedmen's Aid and So. Ed. Soc., M. E. Church.	300	1,200	350,000	0	3,250	0	7,000	10,250	42
154	6	0	Amer. Miss. Assn. Cong. Church.	300	300	300	0	696	0	2,425	3,121	44
47	12	0	Contributions State and United States.	0	500	20,000	0	900	687	1,587	45	45
0	42	0	Church.	962	38,000	38,000	3,000	175	3,600	6,775	46	46
0	0	0	Christian Woman's Board of Missions.	800	5,000	5,000	0	0	3,000	3,000	48	48
0	0	0		45,000	45,000	45,000	0	0	0	0	49	49
0	0	0	Tuition, Freedmen's Aid.	238	238	238	0	238	50	31	319	50
26	7	7	8th Dist. Bapt. Assn. Freedmen's Aid and So. Ed. Soc., M. E. Church.	150	2,500	5,000	75,000	700	484	300	2,484	51
0	0	0	Endowment.	2,000	2,000	2,000	0	0	0	0	2,000	52
0	0	0	Freedmen's Aid Soc., M. E. Church.	30,000	5,000	126,000	0	3,000	400	4,100	7,500	54
225	0	28	Northern Cong. Ch.	1,500	2,500	75,000	0	4,110	50	6,840	11,000	55
0	4	53	State M. E. Ch. and tuition.	0	2,000	20,000	2,000	0	250	0	2,250	56
63	12	0	City and State.	4,000	4,000	30,500	0	1,200	1,000	6,000	8,200	57
120	0	0		0	0	0	0	0	0	0	0	58
34	34	0	Maryland Agri. Col.	0	0	20,000	0	427	5,000	0	5,427	59

TABLE 15.—Secondary and higher schools for negroes—Professional

	Name of school.	Students in professional courses.			Pupils receiving industrial training.			Students trained in industrial branches.									
		Male.	Female.	Total.	Male.	Female.	Total.	Farm or garden work.	Carpentry.	Bricklaying.	Plastering.	Painting.	Tin or sheet-metal work.	Forging.	Machine-shop work.	Shoemaking.	Printing.
1		2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
MISSISSIPPI.																	
61	Mount Hermon Female Seminary.				0	95	95										
62	Southern Christian Institute	14	0	14	23	33	56	25	16			4				8	3
63	Mississippi State Normal School.				0	121	121										
64	Rust University.....	0	32	32	25	150	175	15	12								
65	Jackson College.....	12	0	12	0	81	81										
66	Lincoln School.....				40	50	90										
67	Meridian Academy ^a . Natchez College*.....	0	0	0	0	0	0										
68	Tougaloo University.....	1	10	11	72	159	231	21	72						23		
69	Mary Holmes Seminary.....				0	222	222										
70	Alcorn Agricultural and Mechanical College.*	0	0	0	203	2	205	87			39		85				
MISSOURI.																	
71	Lincoln Institute.....				73	66	139	30	37					29	7		3
72	George R. Smith College....	0	0	0	48	30	78	48									
NEW JERSEY.																	
73	Manual Training and Industrial School.	0	0	0	23	71	94	6	23								
NORTH CAROLINA.																	
74	Washburn Seminary.....				47	75	122	47									
75	Biddle University.....	12	0	12	92	0	92	19	17								12
76	Clinton Normal and Industrial School.*	0	0	0	20	0	20	20	5								
77	Scotia Seminary.....				0	283	283										
78	Elizabeth City State Normal School.*	0	0	0	37	93	130										
79	State Colored Normal School*	0	0	0	30	63	93										
80	Albion Academy, State Normal School.*	0	0	0	120	97	217	120	60								3
81	Franklinton Christian College. State Colored Normal School ^a	6	0	6	12	28	40										
82	Bennett College.....				0	70	70										
83	The Agricultural and Mechanical College for the Colored Race. High Point Normal and Industrial School. ^a				91	0	91	50	40	3			5	18	8		
84	Lincoln Academy ^a . Liberty Normal School*. Whitin Normal School ^a	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
85	Barett Collegiate and Industrial Institute.	1	25	26	25	30	55	26	12	14		18					55
86	Plymouth State Normal School.				21	171	192										
87	St. Augustine's School.....	0	9	9	50	70	120	7	24	14		3					
88	Shaw University.....	148	0	148	90	100	190	90						20	10		
89	Livingstone College*.....																

* Statistics of 1900-1901.

^aNo report.

and industrial training—Equipment and income, 1901-2—Continued.

Students trained in industrial branches.			Chief sources of support.	Value of benefactions or bequests in 1901-1902.	Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Amount of State, United States, or municipal aid.	Amount received from tuition fees.	Amount received from productive funds.	Amount received from other sources.	Total income for the year 1901-2.	
Sewing.	Cooking.	Other trades.										
18	19	20	21	22	23	24	25	26	27	28	29	
50	50	...	Board, tuition, and donations.	.....	400	\$25,000	.....	\$500	\$300	\$1,200	\$2,000	61
23	5	.....	State	.....	612	.....	.....	.....	.....	.....	.....	62
121	.....	.....	State	.....	1,400	12,000	\$2,250	.....	.....	.....	2,250	63
115	150	.....	Tuition, Freedmen's Aid Society.	.....	5,000	130,000	.....	13,000	.....	5,000	18,000	64
.....	81	.....	Amer. Bapt. Home Miss. Society.	.....	.....	.....	.....	900	.....	4,858	5,758	65
.....	90	.....	American Missionary Assn, tuition.	.....	300	4,000	0	600	.....	2,000	2,600	66
.....	.....	.....	Baptist State Convention.	.....	.....	15,000	.....	.....	.....	3,000	3,000	67
159	102	22	Amer. Miss. Assn.	.....	4,000	100,000	.....	2,500	.....	10,000	12,500	68
222	222	.....	Northern Presbyterian Church.	.....	700	45,000	.....	.....	.....	6,767	6,767	69
.....	.....	79	State and United States.	.....	2,500	136,000	26,226	.....	12,592	800	39,618	70
66	.....	52	State and United States.	.....	300	100,000	24,000	.....	.....	3,000	27,000	71
30	10	.....	Freedmen's Aid and So. Ed. Soc. of the M. E. Church.	0	3,500	70,000	0	1,900	0	0	1,900	72
44	19	2	State	0	400	2,000	6,000	333	0	0	6,333	73
75	.....	47	.....	.....	50	6,250	.....	.....	.....	.....	.....	74
.....	.....	52	.....	.....	12,800	200,000	.....	4,000	250	3,750	8,000	75
.....	.....	12	Subscription and county.	\$200	.....	600	180	50	.....	125	355	76
283	283	.....	Tuition and northern Presb. Church.	.....	2,200	65,000	0	600	1,300	.....	1,900	77
.....	.....	130	State	.....	.....	2,000	2,000	.....	.....	350	2,350	78
.....	.....	93	do	.....	130	2,500	2,000	.....	.....	200	2,200	79
.....	.....	86	State and donations.	.....	1,500	15,000	2,100	.....	.....	8,000	10,100	80
25	25	.....	Endowment and tuition.	.....	.....	.....	.....	.....	.....	.....	.....	81
70	17	.....	Freedmen's Aid and Southern Ed. Soc.	.....	3,000	30,000	0	.....	.....	.....	.....	82
.....	.....	91	State and United States.	.....	875	63,299	7,500	286	.....	11,559	19,345	83
0	0	0	Tuition, State	.....	550	2,500	150	2,050	.....	.....	2,200	84
22	20	.....	Donations	.....	300	6,000	.....	200	.....	300	500	85
.....	.....	192	State	.....	21	1,800	1,857	.....	.....	.....	1,857	86
70	70	.....	Tuition and endowt.	6,600	.....	.....	.....	2,856	1,741	.....	4,597	87
100	.....	30	Am. Bapt. Home Miss. Soc., tuition, cont.	12,726	1,500	92,000	.....	4,683	280	1,074	6,037	88
.....	.....	.....	.....	5,674	12,000	125,150	1,600	3,350	6,000	1,350	12,300	89

TABLE 15.—Secondary and higher schools for negroes—Professional

Name of school.	Students in professional courses.			Pupils receiving industrial training.			Students trained in industrial branches.									
	Male.	Female.	Total.	Male.	Female.	Total.	Farm or garden work.	Carpentry.	Bricklaying.	Plastering.	Painting.	Tin or sheet-metal work.	Forging.	Machine-shop work.	Shoemaking.	Printing.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
NORTH CAROLINA—cont'd.																
State Colored Normal School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Gregory Normal School <i>a</i>.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
90 Bertie Academy*.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
91 The Slater Industrial and State Normal School*.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
92 Waters Normal Institute.....	.....	.....	.....	0	41	41	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
OHIO.																
93 Wilberforce University*.....	21	0	21	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
OKLAHOMA.																
94 Colored Agricultural and Normal University.....	.....	.....	.....	83	128	211	.....	25	.....	.....	.....	.....	13	25	.....	.....
PENNSYLVANIA.																
95 Lincoln University*.....	51	0	51	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
96 Institute for Colored Youth.....	.....	.....	.....	18	171	189	.....	18	12	.....	.....	.....	.....	.....	.....	12
SOUTH CAROLINA.																
97 Francis Daniel Pastorius School*.....	.....	.....	.....	8	16	24	.....	6	2	.....	.....	.....	.....	.....	.....	.....
98 Schofield Normal and Industrial School.....	.....	.....	.....	34	115	149	10	9	.....	.....	.....	.....	.....	.....	.....	4
Harbison Institute <i>a</i>.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Browning Home School <i>a</i>.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
99 Avery Normal Institute.....	0	0	0	16	72	88	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
100 Wallingford Academy.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
101 Brainerd Institute*.....	.....	.....	.....	50	139	189	35	22	.....	.....	4	.....	.....	.....	.....	4
102 Allen University.....	.....	.....	.....	6	0	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	6
103 Benedict College.....	47	5	52	188	255	443	20	6	.....	.....	6	.....	.....	.....	.....	20
104 Penn Normal, Industrial, and Agricultural School.....	0	30	30	50	30	80	50	50	.....	.....	.....	.....	.....	.....	.....	3
105 Brewer Normal School.....	0	0	0	0	161	161	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
106 Lancaster Normal and Industrial Institute.....	.....	.....	.....	24	42	66	18	9	.....	.....	.....	.....	.....	.....	.....	3
107 Claffin University.....	.....	.....	.....	266	248	514	12	22	74	.....	9	.....	.....	.....	.....	9
108 Colored Normal, Industrial, Agricultural, and Mechanical College.....	.....	.....	.....	360	264	624	150	63	78	.....	30	.....	.....	30	.....	.....
TENNESSEE.																
109 Wayman Academy.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
110 Lane College*.....	44	0	44	6	0	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	6
111 Warner Institute.....	0	0	0	6	26	32	6	.....	.....	.....	.....	.....	.....	.....	.....	.....
112 Knoxville College.....	0	0	0	82	86	168	14	40	.....	.....	.....	.....	.....	.....	.....	28
113 Le Moyne Normal Institute.....	0	0	0	170	275	445	.....	25	.....	.....	.....	.....	.....	.....	.....	22
114 Morristown Normal College*.....	0	0	0	15	113	128	.....	.....	3	.....	.....	.....	.....	.....	.....	12
115 Pisk University.....	6	0	6	76	92	168	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
116 Roger Williams University..	5	0	5	7	62	69	.....	.....	.....	.....	.....	.....	.....	.....	.....	7
117 Walden University*.....	306	0	306	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

* Statistics of 1900-1901.

a No report.

and industrial training—Equipment and income, 1901-2—Continued.

Students trained in industrial branches.			Chief sources of support.	Value of benefactions or bequests in 1901-1902.	Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Amount of State, United States, or municipal aid.	Amount received from tuition fees.	Amount received from productive funds.	Amount received from other sources.	Total income for the year 1901-2.
Sewing.	Cooking.	Other trades.									
18	19	20	21	22	23	24	25	26	27	28	29
0	0	0	Baptist Church, State, Peabody Fund, contributions.	0	50	\$1,500	0	\$150	0	\$565	\$715
41			Am. Bapt. Home Miss. Soc. of New York.		600	12,000	185	219		5,891	8,967
					6,000	155,000	35,000	3,000	\$1,800	3,000	42,800
128		20	Territory and Morrill Fund.		700	33,994	21,000			2,719	23,719
78	171	68	Endowment		16,500	271,000	0	1,156	21,386	12,090	34,632
					4,000						96
12	4		Tuition, contributions.	\$400	500					600	600
115	25	66	do	2,000		30,000	200	190		5,751	6,141
58		58	Tuition and Amer. Miss. Assn.		650	18,500	0	2,700	0	3,200	5,900
			Tuition and Miss. Bd.			2,500		162	62		224
139	43	42	Presbyterian Church.		250	10,000					101
			A. M. E. Church.			30,000	0	1,089	0	0	1,089
255	40	136	Tuition, Amer. Bapt. Home Miss. Soc.		3,386	25,200		1,780	6,250	550	8,580
80	30	50	Contributions	100	300	7,000	0	270	0	3,300	3,570
161			Benevolent contributions.		350	12,000		895			895
42	6	36	Church and State		400	8,000	600	200		600	1,400
109	25	226	Freedmen's Aid, S. E. Soc., Slater Fund.	10,000	6,000	150,000		4,000		10,000	14,000
200		73	State		750	94,250	21,000			5,754	26,754
			Tuition		76	1,500		300			300
26	26		Tuition, church	0	1,500	35,000	45	1,438	0	6,000	7,483
67	40		Amer. Miss. Assn.		24	6,000	320	12	0	480	812
175	25	198	Presb. Church, State	0	2,000	110,000	4,000	450	0	19,000	14,450
113	69		Tuition, benevolence.	0	2,700	45,000	50	4,500		4,000	8,550
			M. E. Church and friends.		1,500	75,000		1,363		5,646	7,009
58		110	Amer. Miss. Assn. and tuition.		7,274	400,000	0	4,500	1,754	17,446	23,700
62			Amer. Baptist Home Miss. Soc., tuition.	0	4,000	150,000	0	1,288	0	8,121	9,409
					5,000	158,000	312	8,260		18,928	27,500

TABLE 15.—Secondary and higher schools for negroes—Professional

Name of school.	Students in professional courses.			Pupils receiving industrial training.			Students trained in industrial branches.									
	Male.	Female.	Total.	Male.	Female.	Total.	Farm or garden work.	Carpentry.	Bricklaying.	Plastering.	Painting.	Tin or sheet-metal work.	Forging.	Machinework.	Shoemaking.	Printing.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
TEXAS.																
118	Tillotson College.....															
	Mary Allen Seminary, ^a															
	Hearne Academy, Normal and Industrial Institute, ^a															
119	35	0	35	183	145	328		183			6	30	9			30
120	Wiley University.....															
121	0	0	0	148	162	310	74	48				4	18	74		
122	Paul Quinn College.....															
VIRGINIA.																
123	William McKinley Normal and Industrial School.....															
	Ingleside Seminary ^a															
124	Gloucester Agricultural and Industrial School.....															
125	23	18	41	38	34	72	16	25	38				9	20		
126	Hampton Normal and Agricultural Institute.....															
	Spiller Academy ^a															
	St. Paul Normal and Industrial School, ^a															
	Virginia Theological Seminary and College, ^a															
127	Manassas Industrial School.....															
128	Norfolk Mission College.....															
129	0	0	0	0	19	55	74	11	18				15			
	Virginia Normal and Industrial Institute.....															
130	12	0	12													
131	Bishop Payne Divinity School.....															
	Hartshorn Memorial College.....															
132	42	0	42	133	0	133	84	133			133	133				
133	St. Paul's Universalist Mission School.....															
WEST VIRGINIA.																
134	Storer College.....															
135	The West Virginia Colored Institute.....															

^aNo report.

and industrial training—Equipment and income, 1901-2—Continued.

Students trained in industrial branches.			Chief sources of support.	Value of benefactions or bequests in 1901-1902.	Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Amount of State, United States, or municipal aid.	Amount received from tuition fees.	Amount received from productive funds.	Amount received from other sources.	Total income for the year 1901-2.	
Sewing.	Cooking.	Other trades.										
18	19	20	21	22	23	24	25	26	27	28	29	
			Amer. Miss. Assn. and tuition.		2,000	\$40,000		\$550		\$7,000	\$7,550	118
145	19		Amer. Baptist Home Mission Society.		4,000	150,000	\$1,500				1,500	119
172	76		Freedmen's Aid, S. E. Soc. M. E. Church.		4,800	30,000		5,000		3,000	8,000	120
124	62		State, United States		700	100,000	18,000				18,000	121
92		14	Tuition and church	\$4,000		50,000	0	5,568		4,675	10,243	122
40	10		Subscriptions			5,000	0	0	0	1,572	1,572	123
65	65		Amer. Miss. Assn.			40,000	0	480	0	5,875	6,355	124
29	41		Contributions		3,416	4,997	0	612	\$710	1,216	2,538	125
520	520	89	U. S., endowment, and contributions.	125,420	11,000	1,290,500	8,333	497	60,679	116,372	185,881	126
55	52	74	Donations		300	15,000	0	2,025		4,000	6,025	127
287	86		Church and tuition		600	70,000	0	1,750	0	7,720	9,470	128
204			State		2,500	157,000	15,000	1,112	0	2,698	18,810	129
			Endowment, contributions.	2,500	1,000	20,000	0	0	400	7,600	8,000	130
100	100		Missionary societies			50,000		1,031		4,874	5,905	131
		133	Amer. Baptist Home Mission Society.		6,000	300,000		1,909	4,000	21,947	27,856	132
100			Universalist General Convention.		300	1,500		75	50	500	625	133
			Endowment		5,200	50,000	1,000	400	3,000	3,000	7,400	134
					1,560	104,200	12,000	125	289	9,050	21,464	135

CHAPTER XLIV.

STATISTICS OF REFORM SCHOOLS.

There were 92 reform schools in the United States reporting to this Office for the year 1901-2. In these schools 624 teachers were employed in the instruction of 29,612 pupils. Of those under instruction 18,469 were learning useful trades. The reformatories had 35,247 inmates, 28,981 males and 6,266 females. During the year 13,602 youths were committed and 11,944 discharged. Of the number in the institutions 29,007 were white and 4,589 colored, 1,651 not reported as to race. There were 12,827 inmates, children of native parents and 9,992 of foreign-born parents, the remainder not reported as to parentage. There were 2,219 inmates who could neither read nor write and 3,232 who could only read when admitted.

The number of assistants caring for inmates, not including those wholly engaged as teachers, was 2,057. The grounds and buildings belonging to the institutions had an aggregate valuation of \$20,647,337. During the year the sum of \$3,441,390 was expended for support of reformatories and \$774,963 for buildings and improvements. The items mentioned above are given for each State in Tables 1 and 2.

Of the 92 schools 34 were in the North Atlantic Division. These schools had 275 teachers and 13,044 pupils, 9,528 of the latter receiving industrial training. The number of inmates reported was 15,846, of which number 13,846 were males and 2,000 females. The value of grounds and buildings was \$9,780,312, on which the expenditure for the year amounted to \$386,508. For the support of the 34 schools the sum of \$1,527,178 was expended.

The South Atlantic Division had 15 reform schools with 72 teachers, 2,594 pupils in school departments and 1,140 in industrial training. Of the 2,927 inmates there were 2,508 males and 419 females. The value of grounds and buildings was \$1,670,801, on which was expended for the year the sum of \$30,344. The amount expended for the support of the 15 schools was only \$174,717.

The South Central Division reported only 6 schools with 30 teachers, 970 pupils in school and 129 receiving industrial training. The number of inmates was 1,811, of whom 1,297 were males and 514 females. Buildings and grounds were valued at \$210,000, on which the sum of \$3,150 was expended during the year. The 7 schools expended \$63,015 in running expenses.

In the North Central Division there were 30 reform schools with 224 teachers and 11,738 pupils, 6,894 in industrial training. The total number of inmates was 13,229, of whom 10,072 were males and 3,157 females. Buildings and grounds were valued at \$8,009,451. The sum of \$308,469 was expended during the year for buildings and improvements and \$1,426,328 for running expenses.

The Western Division reported 7 schools with 23 instructors and 1,266 pupils, 778 in industrial training. The total number of inmates was 1,434, of whom 1,258 were males and 176 females. Grounds and buildings were valued at \$976,773. Improvements were made at a cost of \$46,492. The sum of \$250,152 was necessary to the support of the 7 schools.

TABLE 1.—Summary of statistics of reform schools, 1901-2.

State or Territory.	Number of schools.	Number of teachers.	Number of pupils.	Number taught trades.	Inmates.			Value of grounds and buildings.	Expenditures.	
					Male.	Female.	Total.		Buildings and improvements.	For support.
1	2	3	4	5	6	7	8	9	10	11
United States	92	624	29,612	18,469	28,981	6,266	35,247	\$20,647,337	\$774,963	\$3,441,390
North Atlantic Division	34	275	13,044	9,528	13,846	2,000	15,846	9,780,312	386,508	1,527,178
South Atlantic Division	15	72	2,594	1,140	2,508	419	2,927	1,670,801	30,344	174,717
South Central Division	6	30	970	129	1,297	514	1,811	210,000	3,150	63,015
North Central Division	30	224	11,738	6,894	10,072	3,157	13,229	8,009,451	308,469	1,426,328
Western Division	7	23	1,266	778	1,258	176	1,434	976,773	46,492	250,152
North Atlantic Division:										
Maine	2	6	271	70	201	149	350	215,000	.....	.....
New Hampshire	1	3	154	154	126	28	154	100,000	.....	6,000
Vermont	1	3	.....	30	130	30	160	24,272	.....	.....
Massachusetts	11	55	1,831	915	1,567	264	1,831	911,322	112,958	246,963
Rhode Island	2	7	439	182	363	76	439	223,700	396	60,699
Connecticut	2	17	754	318	409	345	754	420,000	4,852	113,117
New York	8	136	5,740	6,166	7,697	606	8,303	4,979,458	141,981	588,976
New Jersey	3	13	888	479	743	145	888	524,974	118,238	143,992
Pennsylvania	4	35	2,967	1,214	2,610	357	2,967	2,381,586	8,083	367,431
South Atlantic Division:										
Delaware	3	14	163	100	145	18	163	147,000	5,379	26,556
Maryland	7	34	1,682	521	1,484	258	1,742	1,025,000	11,080	92,106
District of Columbia	2	16	239	239	409	67	476	350,000	.....	16,452
Virginia	1	3	230	.....	230	.....	230	23,801	485	13,603
West Virginia	2	5	280	280	240	76	316	125,000	13,400	26,000
North Carolina .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
South Carolina .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Georgia .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Florida .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
South Central Division:										
Kentucky	1	10	215	0	0	256	256	.....	.....	11,520
Tennessee	2	17	94	94	636	258	894	125,000	650	6,000
Alabama	1	.....	80	15	80	.....	80	.....	.....	.....
Mississippi .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Louisiana	1	1	518	20	518	0	518	35,000	.....	6,890
Texas	1	2	63	.....	63	0	63	50,000	2,500	38,605
Arkansas .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Oklahoma .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Indian Territory .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
North Central Division:										
Ohio	4	38	2,343	694	2,185	518	2,703	2,483,655	66,787	313,683
Indiana	2	8	1,115	498	945	170	1,115	269,000	5,965	99,493
Illinois	6	33	3,057	2,239	3,127	790	3,917	1,691,085	73,335	328,803
Michigan	4	56	1,511	658	780	714	1,494	837,474	94,475	163,566
Wisconsin	2	20	724	724	454	270	724	494,139	3,369	80,961
Minnesota	2	18	570	578	605	72	677	652,514	26,570	122,100
Iowa	2	17	795	725	598	197	795	333,684	503	74,414
Missouri	3	17	900	202	864	269	1,133	744,000	35,465	116,429
North Dakota .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
South Dakota .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Nebraska	3	12	258	235	157	96	253	213,400	2,000	60,148
Kansas	2	5	470	341	357	61	418	290,500	.....	66,731
Western Division:										
Montana	1	2	96	9	84	12	96	50,000	.....	.....
Wyoming .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Colorado	2	6	397	282	312	85	397	152,000	29,000	97,390
New Mexico .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Arizona .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Utah .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Nevada .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Idaho .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Washington	1	3	185	138	150	35	185	48,285	2,500	22,500
Oregon	1	2	181	54	181	0	181	150,000	.....	.....
California	2	10	407	295	531	44	575	576,488	14,992	130,352

TABLE 2.—Summary of statistics of reform schools, 1901-2.

State or Territory.	Inmates committed and discharged during year.		Race.		Nativity.		Illiteracy.		Number of assistants caring for inmates.
	Committed.	Discharged.	White.	Colored.	Native parents.	Foreign - born parents.	Could only read.	Could neither read nor write.	
1	2	3	4	5	6	7	8	9	10
United States.....	13,602	11,944	29,007	4,589	12,827	9,992	3,232	2,219	2,057
North Atlantic Division....	6,730	4,943	13,519	1,313	4,580	6,059	1,136	1,184	858
South Atlantic Division....	890	838	1,906	885	2,160	213	658	261	185
South Central Division....	331	495	1,285	447	249	101	70	24	125
North Central Division....	5,164	5,236	10,969	1,888	4,929	3,309	1,299	736	752
Western Division.....	487	432	1,328	106	909	310	69	14	137
North Atlantic Division:									
Maine.....	65	82	346	4					8
New Hampshire.....	59	55	153	1	49	95	50	5	12
Vermont.....	101	25	154	6	75	50		6	19
Massachusetts.....	781	784	1,188	38	514	517	21	40	135
Rhode Island.....	302	275	405	34	144	295	32	14	32
Connecticut.....	196	271	275	70	32	22		0	23
New York.....	3,934	2,355	7,840	463	2,113	4,339	1,010	777	355
New Jersey.....	166	71	741	147	109	31			74
Pennsylvania.....	1,106	1,025	2,417	550	1,544	680	23	342	200
South Atlantic Division:									
Delaware.....	38	45	59	104	70	0	70	5	21
Maryland.....	457	559	1,256	426	1,415	179	271	98	90
District of Columbia....	196	160	150	326	223	16	122	80	32
Virginia.....	83	74	230	0	224	6	195	35	13
West Virginia.....	116		211	29	228	12		43	29
North Carolina.....									
South Carolina.....									
Georgia.....									
Florida.....									
South Central Division:									
Kentucky.....			256	0	164	92			20
Tennessee.....	71	46	820	75	85	9	70	21	78
Alabama.....	50	4							5
Mississippi.....									
Louisiana.....	210	445	186	332					4
Texas.....			23	40					18
Arkansas.....									
Oklahoma.....									
Indian Territory.....									
North Central Division:									
Ohio.....	1,129	1,118	2,330	373	371	442	162	79	112
Indiana.....	271	450	886	229	967	148	379	264	60
Illinois.....	1,414	1,386	3,231	686	1,429	1,340	200	114	202
Michigan.....	727	746	1,027	42	52	73	55	42	82
Wisconsin.....	327	316	719	5	235	307	75	52	52
Minnesota.....	289	281	656	31	294	383	29	40	59
Iowa.....	120	76	694	101	448	158	35	40	42
Missouri.....	553	593	912	221	722	397	356	91	83
North Dakota.....									
South Dakota.....									
Nebraska.....	110	44	233	19	42	18	8	4	18
Kansas.....	224	226	281	131	369	43		10	37
Western Division:									
Montana.....	63	44	92	4					13
Wyoming.....									
Colorado.....	133	159	347	50	212	185	4	5	29
New Mexico.....									
Arizona.....									
Utah.....									
Nevada.....									
Idaho.....									
Washington.....	88	103	177	8	136	49	5	7	11
Oregon.....	62	35	180	1	51	11	60	2	17
California.....	141	91	532	43	510	65	0	0	67

TABLE 3.—Statistics of industrial

Post-office.	Name.	Executive officer.	Number of assistants.			Inmates.		
			Male.	Female.	Total.	Sex.		
						Male.	Female.	Total.
1	2	3	4	5	6	7	8	9
1 East Lake, Ala.....	Alabama Boys' Industrial School.	C. D. Griffin.....	3	2	5	80	...	80
2 Waterman, Cal.....	Preston School of Industry.	C. B. Riddick, D. D.....	16	11	27	144	...	144
3 Whittier, Cal.....	Whittier State School.....	Sherman Smith.....	39	11	40	387	44	431
4 Golden, Colo.....	State Industrial School for Boys.	Walter W. Branson.....	15	7	22	312	0	312
5 Morrison, Colo.....	State Industrial School for Girls.	Sarah C. Irish.....	2	5	7	0	85	85
6 Meriden, Conn.....	Connecticut State Reform School.	Chas. M. Williams.....	.....	.....	.....	409	0	409
7 Middletown, Conn.....	Industrial School for Girls.	William G. Fairbank.....	6	17	23	0	345	345
8 Clayton, Del.....	St. Joseph's Industrial School for Colored Boys.	Rev. Louis B. Pastorath.....	4	7	11	70	0	70
9 Marshallton, Del.....	Ferris Industrial School.....	Wm. J. Wilcox.....	6	4	10	75	0	75
10 Wilmington, Del.....	Delaware Industrial School for Girls.	Emma S. Jackson.....	.....	.....	.....	18	0	18
11 Washington, D. C.....	The Reform School of the District of Columbia.	Isaac D. Porter.....	22	10	32	409	0	409
12 ..do.....	Reform School for Girls of the District of Columbia.	Miss Amy J. Rule.....	.....	.....	.....	67	0	67
13 Augusta, Ga.....	Richmond County Reformatory Institute.	No report.	.....	.....	.....	.....	.....	.....
14 Chicago, Ill.....	Erring Woman's Refuge for Reform.	Elizabeth Stone.....	1	7	8	.....	203	203
15 ..do.....	John Worth School.....	John J. Sloan.....	8	37	45	969	0	969
16 Geneva, Ill.....	State Training School for Girls.	Ophelia L. Amigh.....	.....	23	23	.....	262	262
17 Glenwood, Ill.....	Illinois Manual Training School Farm.	Oscar L. Dudley.....	10	25	35	618	35	653
18 Pontiac, Ill.....	State Reform School.....	M. M. Mallary.....	80	0	80	1,540	0	1,540
19 South Evanston, Ill.....	Illinois Industrial School for Girls.	Louise C. Johnson.....	2	9	11	0	290	290
20 Indianapolis, Ind.....	Indiana Industrial School for Girls.	Miss E. E. Rhodes.....	.....	14	14	0	170	170
21 Plainfield, Ind.....	Indiana Reform School for Boys.	Eugene E. York.....	28	18	46	945	0	945
22 Eldora, Iowa.....	Industrial School for Boys.	B. J. Miles.....	18	12	30	598	0	598
23 Mitchellville, Iowa.....	Industrial School for Girls.	F. O. Fitzgerald.....	.....	12	12	197	0	197
24 Beloit, Kans.....	State Industrial School for Girls.	Julia B. Perry.....	.....	11	11	61	0	61
25 North Topeka, Kans.....	Boys' Industrial School.....	H. W. Charles.....	15	11	26	357	0	357
26 Louisville, Ky.....	Industrial School of Reform.	No report.	.....	.....	.....	.....	.....	.....
27 Newport, Ky.....	House of the Good Shepherd.	Mother M. Baptist Jackson, Michael J. Mokler.....	3	17	20	.....	256	256
28 New Orleans, La.....	Boys' House of Refuge.....	Mary E. King.....	4	0	4	518	0	518
29 Hallowell, Me.....	Maine Industrial School for Girls.	.....	1	7	8	.....	149	149
30 Portland, Me.....	State Reform School.....	Edwin P. Wentworth.....	.....	.....	.....	201	0	201
31 Arbutus, Md.....	Baltimore Manual Labor School for Indigent Boys.	E. Stabler.....	30	0	30	90	0	90
32 Baltimore City, Md.....	Female House of Refuge.....	Mary Everett.....	.....	4	4	88	0	88
33 Baltimore, Md.....	House of Refuge.....	J. M. Hendrix.....	17	4	21	211	0	211
34 ..do.....	St. Elizabeth's Home for Colored Children.	Mother Mary Mildred.....	.....	15	15	60	0	60
35 Baltimore, Md. (Sta. D.).....	St. Mary's Industrial School for Boys.	Brother Dominic.....	0	0	0	867	0	867
36 Cheltenham, Md.....	House of Reformation (for colored boys).	John E. Dorsey.....	19	4	23	316	0	316
37 Melvale, Md.....	Industrial Home for Colored Girls.	Miss Maude Moore.....	.....	1	1	110	0	110
38 Boston, Mass.....	House of Reformation.....	Sumner D. Seavey.....	9	5	14	176	0	176
39 North Chelmsford, Mass.....	Middlesex County Truant School.	M. A. Warren.....	3	5	8	210	0	210
40 Goshen, Mass.....	Hampshire and Franklin County Truant School.	August D. Cordtsen.....	0	1	1	1	0	1
41 Lancaster, Mass.....	State Industrial School for Girls.	Mrs. F. F. Morse.....	1	19	20	0	264	264

and reform schools for 1901-2.

Inmates.										Schools.						Value of grounds and build-ings.	Expenditures.		
Race.		Nativ-ity.		Illit-eracy.		During year.		Number of teachers.			Number of pupils.			Hours of daily sessions.	Number taught meechan-ical trades.		Buildings and improve-ments.	For support.	
White.	Colored.	Native parent's.	Foreign-born parent's.	Could only read.	Could neither read nor write.	Committed.	Discharged.	Male.	Female.	Total.	Male.	Female.	Total.						
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
						50	4				80		80	2-4	15			1	
135	9	107	37			57	31	3	0	3	144	0	144	3	32	\$306,952	\$41,816	2	
397	34	403	28	0	0	84	56	2	5	7	228	35	263	3	263	269,536	\$14,992	88,536	3
280	32	184	128	0	4	110	139	3	1	4	312	0	312	3 1/2	197	125,000	12,000	82,000	4
67	18	28	57	4	1	23	20	0	2	2	0	85	85	5	85	27,000	17,000	15,300	5
						144	188	2	5	7	409	0	409	3 1/2	168	190,000	4,852	71,716	6
275	70	32	22		0	52	83		10	10	0	345	345	4	150	230,000		41,401	7
0	70	70	0	70	0		20	9	1	10	70	0	70		70	80,000	2,000	12,000	8
41	34					28	24		1	1	75	0	75	2 3/4	12	45,000	3,379	12,270	9
18					5	10	1		3	3		18	18	8	18	22,000		2,286	10
146	263	157	15	122	50	172	159	10	0	10	172	0	172	4	172	350,000		16,452	11
4	63	66	1		30	24	1		6	6		67	67	3	67				12
117	86					123	103		1	1		203	203	4	18	65,000	970	15,039	13
916	53	285	684		65	665	655	8	4	12	969		969	6	969	175,000	1,400	54,480	14
227	35					86	48		2	2		262	262	3	262	138,806	70,965	29,305	15
600	53								6	6	618	0	618	5 1/2	150	276,000		40,984	16
1,111	429	944	596	50	24	455	580	9	0	9	715	0	715	4-6	590	961,279		188,995	17
260	30	200	60	150	25	85		0	3	3		290	290	5	250	75,000			18
155	15	170			10	41	8		3	3		170	170	4	170	100,000	2,965	39,493	19
731	214	797	148	379	254	230	442	3	2	5	945	0	945	4	328	169,000	3,000	60,000	20
523	75	448	158	35	40	120	76	7	7	14	598	0	598	4	528	234,334		45,000	21
171	26								3	3		197	197	4 1/2	197	99,350	503	29,414	22
50	11	56	5			61	66		3	3		182	182	5	123	115,500		25,731	23
231	120	313	38		10	163	160	1	1	2	288	0	288	5	218	175,000		41,000	24
256	0	164	92					1	9	10		215	215	6	0			11,520	25
186	332					210	445	1	0	1	518	0	518		20	35,000		6,890	26
146	3					12	22		2	2		70	70	3 1/2	70	50,000			27
200	1					53	60		4	4	201	0	201	4-5		165,000			28
90	90			20	12	30	31	1	1	2	90	0	90	6	20	25,000	2,000	7,000	29
88		70	18	7	3	18	16		6	6		88	88	4	88	60,000		11,000	30
211	0	156	50	45	30	69	79	5	2	7	211	0	211	3 1/2	100	300,000		38,755	31
														4	80	40,000			32
867	0	673	111	156	30	238	278	12	0	12	867	0	867	4 1/2	173	400,000	9,080	14,351	33
0	316	316		43	23	66	113	3	1	4	316	0	316	4	0	200,000		21,000	34
	110	110				36	42		3	3		110	110	2-4 1/2	110				35
171	5	23	139	0	0	100	53	4	4	8	176	0	176	4 1/2	64	63,000	4,000	15,000	36
206	4			2	17	90	76	2	4	6	210	0	210	5 1/2	90	112,000		20,982	37
1		1	1			0	1		1	1	0	0	1						38
174	18	69	182	2	3	92	84	0	8	8		264	264	3	264	136,190		55,761	39

TABLE 3.—Statistics of industrial and

Post-office.	Name.	Executive officer.	Number of assistants.			Inmates.		
			Male.	Female.	Total.	Sex.		
						Male.	Female.	Total.
1	2	3	4	5	6	7	8	9
40 Lawrence, Mass....	Essex County Truant School.*	H. E. Swan.....	3	3	6	35	0	35
41 Oakdale, Mass.....	Worcester County Truant School.	Frank L. Johnson....	1	4	5	20	0	20
42 Salem, Mass.....	Plummer Farm School....	Charles A. Johnson....	1	2	3	48	0	48
43 Springfield, Mass....	Hampden County Truant School.	Erwin G. Ward.....	1	4	5	51	0	51
44 Walpole, Mass.....	Norfolk, Bristol, and Plymouth Counties Union Truant School.	James H. Craig.....	2	5	7	63	0	63
45 Westboro, Mass.....	Lyman School for Boys....	Theodore F. Chapin..	21	18	39	533	0	533
46 West Roxbury, Mass.	Parental School, City of Boston.	D. P. Dame.....	13	14	27	430	0	430
47 Adrian, Mich.....	State Industrial Home for Girls.	Lucy M. Sickles.....	0	0	0	550		550
48 Coldwater, Mich...	Michigan State Public School.	John B. Montgomery.	0	10	10	86	56	142
49 Detroit, Mich.....	House of the Good Shepherd.	Mother M. of St. Lawrence Brady.	0	30	30	0	108	108
50 Lansing, Mich.....	Industrial School for Boys..	J. E. St. John.....	22	20	42	694	0	694
51 Red Wing, Minn...	State Training School for Boys and Girls.*	J. W. Brown.....	18	19	37	314	71	385
52 St. Cloud, Minn...	Minnesota State Reformatory.	Frank L. Randall....	22	0	22	291	1	292
53 Boonville, Mo.....	State Reform School for Boys.	Lyman D. Drake.....	20	8	28	360	0	360
54 Chillicothe, Mo.....	State Industrial Home for Girls.	Mrs. L. U. De Bolt....	4	8	12	0	119	119
55 St. Louis, Mo.....	House of Refuge.....	William C. Nolte.....	31	17	48	504	150	654
56 Miles City, Mont...	Montana State Reform School.	Clark B. Dickinson...	8	5	13	84	12	96
57 Geneva, Nebr.....	Girls' Industrial School....	Horace M. Clark.....	2	0	2	0	60	60
58 Kearney, Nebr.....	State Industrial School for Juvenile Delinquents.	Dr. J. V. Beghtol....	14	0	14	145	0	145
59 Milford, Nebr.....	Nebraska Industrial Home.	Miss Margaret Kealy..	2	2	4	12	36	48
60 Manchester, N. H..	State Industrial School....	T. W. Robinson.....	8	4	12	126	28	154
61 Jamesburg, N. J....	State Home for Boys.....	John E. Wilder.....	29	14	43	550	0	550
62 Trenton, N. J.....	State Home for Girls.....	Mrs. Myrtle B. Eyler..	0	12	12	0	145	145
63 Verona, N. J.....	Newark City Home.....	C. M. Harrison.....	16	3	19	138	0	138
64 Brooklyn, N. Y....	Brooklyn Truant School...	Henry Spurde.....	5	6	11	214	0	214
65 Canaan Four Corners, N. Y.	Berkshire Industrial Farm.	W. W. Mayo.....	8	4	12	111	0	111
66 Elmira, N. Y.....	New York State Reformatory.	Frank W. Robertson..	115	0	115	2,110	0	2,110
67 Hudson, N. Y.....	House of Refuge for Women.	Hortense V. Bruce, M. D.	25	25	50	206		206
68 New York, N. Y....	New York Juvenile Asylum.	C. D. Hilles.....	22	33	55	1,264	309	1,573
69 ..do.....	Society for the Reformation of Juvenile Delinquents.	Omar V. Sage.....	56	39	95	747	91	838
70 Westchester, N. Y..	New York Catholic Protectory.	Rev. Brother Leontine.	32	0	32	0,011	0	0,011
71 Utica, N. Y.....	St. Vincent Industrial Home	Brother Gregory.....	10	0	10	240	0	240
72 Cincinnati, Ohio..	Cincinnati House of Refuge	James Allison.....	4	6	10	586	206	792
73 Lancaster, Ohio...	Boys' Industrial School....	C. B. Adams.....	12	10	22	260	0	260
74 Mansfield, Ohio...	Ohio State Reformatory....	J. A. Leonard.....	56	0	56	339	0	339
75 Rathbone, Ohio...	Girls' Industrial Home.....	A. W. Stiles.....	0	24	24	0	312	312
76 Salem, Oreg.....	Oregon State Reform School	H. E. Bickers.....	11	6	17	181	0	181
77 Glen Mills, Pa.....	House of Refuge.....	F. H. Niebecker.....	19	20	39	1,097	0	1,097
78 Huntingdon, Pa....	Pennsylvania Industrial Reformatory.	T. B. Patton.....	90	0	90	734	0	734
79 Morgana, Pa.....	Pennsylvania Reform School.	J. A. Quay.....	37	20	57	779	223	1,002
80 Philadelphia, Pa...	The House of Refuge.....	M. A. Campbell.....	0	14	14	0	124	134
81 Howard, R. I.....	Oaklawn School for Girls..	James H. Eastman....	0	4	4	0	76	76
82 ..do.....	Soekanosset School for Boys.	..do.....	17	11	28	363	0	363

* Statistics of 1900-1901.

reform schools for 1901-2—Continued.

Inmates.																	Schools.						Expenditures.	
Race.		Nativity.		Illiteracy.		During year.		Number of teachers.			Number of pupils.			Hours of daily sessions.		Number taught mechanical trades.		Value of grounds and buildings.		Buildings and improvements.		For support.		
White.	Colored.	Native parents.	Foreign-born parents.	Could only read.	Could neither read nor write.	Committed.	Discharged.	Male.	Female.	Total.	Male.	Female.	Total.	Hours of daily sessions.	Number taught mechanical trades.	Value of grounds and buildings.	Buildings and improvements.	For support.						
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28						
34	1	18	17	3	5	31	28	0	1	1	35	0	35	4	35	\$20,500	.....	\$9,865	40				
20	.....	20	.....	.....	.....	.....	10	.....	1	1	20	0	20	5	20	150,000	.....	6,000	41
47	1	30	17	0	2	19	17	.....	1	1	48	0	48	4	12	30,000	.....	6,300	42			
51	0	3	48	12	7	22	26	0	1	1	51	0	51	4 1/2	.....	23,000	.....	5,657	43			
62	1	4	59	2	0	26	32	0	2	2	63	0	63	4 1/2	0	12,000	\$2,000	9,800	44					
422	8	346	84	0	6	216	264	2	14	16	533	0	533	4	0	228,370	16,958	74,347	45					
114	11	52	73	55	29	127	137	0	34	34	0	550	550	6	150	230,049	23,969	55,488	47					
135	7	.....	.....	.....	.....	140	168	1	3	4	86	56	142	5	.....	300,000	34,500	32,500	48
108	.....	.....	.....	.....	.....	108	93	0	5	5	0	125	125	3	108	0	0	0	49
670	24	.....	.....	.....	13	352	348	.....	13	13	694	0	694	4 1/2	400	307,425	36,006	75,578	50	
376	19	171	214	28	32	157	159	2	5	7	310	70	380	4	385	352,514	9,413	67,291	51					
280	12	123	169	1	8	132	122	11	0	11	190	0	190	2	193	300,000	17,157	54,809	52					
290	70	236	114	337	23	277	229	4	1	5	360	0	360	4	55	375,000	4,000	35,000	53					
119	0	109	10	19	32	28	13	.....	4	4	.....	119	119	6	119	150,000	24,000	23,238	54			
503	151	377	273	.....	36	248	351	1	7	8	349	72	421	5 1/2	28	219,000	7,465	58,191	55				
92	4	.....	.....	.....	63	44	44	1	1	2	84	12	96	3	9	50,000	.....	.....	56
52	8	42	18	8	4	19	6	0	7	7	0	60	60	8	60	50,000	2,000	13,000	57					
138	7	.....	.....	.....	.....	58	38	4	0	4	145	0	145	5	145	125,000	.....	37,700	58
43	4	0	0	0	0	33	.....	0	1	1	12	36	48	3	30	38,400	.....	9,448	59			
153	1	49	95	56	5	59	55	0	3	3	126	28	154	6	154	100,000	.....	6,000	60				
435	115	.....	.....	.....	.....	131	2	.....	8	8	550	0	550	3 1/2	276	200,000	2,848	80,835	61
120	25	109	31	.....	.....	30	26	0	2	2	0	145	145	3	145	126,324	32,141	23,359	62			
186	7	.....	.....	.....	.....	25	23	0	3	3	193	0	193	3	58	198,650	83,249	39,800	63	
204	10	94	152	8	2	214	214	1	3	4	214	0	214	5	214	50,000	0	11,978	64					
111	.....	.....	.....	.....	.....	31	31	0	2	2	111	0	111	4	15	40,000	25,000	15,000	65
1,956	154	1391	719	440	400	755	549	30	0	30	2,110	0	2,110	2	1,096 1/2	1,457,970	55,555	208,715	66					
189	17	193	13	6	19	71	79	1	3	4	.....	165	165	3	171	306,488	18,300	61,496	67				
1,399	174	.....	332	131	121	713	668	1	19	20	1,264	309	1,573	5	671	1,000,000	12,000	93,778	68				
741	97	135	350	.....	.....	486	489	0	21	21	1,177	150	1,327	4-5	838	535,000	31,126	178,009	69			
3,000	11	300	2,711	250	175	1,521	1,587	50	0	50	.....	.....	.....	5	3,011	1,500,000	.....	.....	70
240	.....	.....	12	180	60	143	138	5	0	5	240	0	240	5	150	90,000	.....	20,000	71		
628	164	278	100	52	65	369	360	0	8	8	316	116	432	2 1/2	302	250,000	5,000	60,269	72					
1,150	110	93	342	.....	.....	2,420	1,463	6	10	16	1,260	0	1,260	4	.....	750,000	35,386	126,778	73		
300	39	0	0	105	5	230	200	5	0	5	339	0	339	2	80	1,183,655	14,121	91,916	74					
232	60	.....	.....	.....	.....	5	7	110	95	9	9	0	312	312	5	300,000	12,280	54,720	75	
180	1	51	11	60	2	62	35	2	0	2	181	0	181	4	54	150,000	.....	.....	76			
882	215	250	122	1	115	331	336	0	13	13	.....	1,097	1,097	4	346	782,946	.....	152,526	77			
612	122	601	133	.....	.....	280	245	6	0	6	.....	734	734	1	734	1,000,000	.....	89,512	78	
823	174	613	389	.....	210	382	389	7	4	11	779	223	1,002	5	.....	598,640	8,083	96,212	79			
95	39	80	36	22	17	63	55	0	5	5	0	134	134	4 1/2	134	.....	.....	29,181	80			
70	6	40	26	1	4	25	27	0	1	1	0	76	76	3	.....	.....	396	6,045	81			
335	28	104	259	31	10	277	248	0	6	6	363	0	363	5	182	.....	.....	64,634	82			

TABLE 3.—Statistics of industrial and

Post-office.	Name.	Executive officer.	Number of assistants.			Inmates.		
						Sex.		
			Male.	Female.	Total.	Male.	Female.	Total.
1	2	3	4	5	6	7	8	9
83 Plankington, S. Dak	Dakota Reform School	No report.						
Jersey, Tenn.	Hamilton County Industrial School.	J. C. Kalleen	4	4	8	76	18	94
84 Nashville, Tenn	Tennessee Industrial School	W. C. Kilmington	50	20	70	560	240	800
85 Gatesville, Tex	House of Correction and Reformatory.	L. J. Tankersley	18	0	18	63	0	63
Ogden, Utah	Reform School	No report.						
86 Vergennes, Vt	Vermont Industrial School.	S. A. Andrews	8	11	19	130	30	160
87 School, Va.	Laurel Industrial School. . .	John W. Cringan	10	3	13	230	0	230
88 Pruntytown, W. Va.	West Virginia Reform School for Boys.*	O. E. Darnell	20	7	27	240	0	240
89 Salem, W. Va	West Virginia Industrial Home for Girls.	Miss Elizabeth Clohan	0	2	2	0	76	76
90 Chehalis, Wash	Washington State Reform School.	Thos. P. Westendorf . .	4	7	11	150	35	185
91 Waukesha, Wis	Wisconsin Industrial School for Boys.	Chas. O. Merica	23	16	39	454	0	454
92 Milwaukee, Wis	Wisconsin Industrial School for Girls.	Mrs. Emma F. Bland . .	0	13	13	0	270	270

* Statistics of 1900-1901.

reform schools for 1901-2—Continued.

Inmates.								Schools.								Value of grounds and buildings.	Expenditures.		
Race.		Nativity.		Illiteracy.		During year.		Number of teachers.			Number of pupils.			Hours of daily sessions.	Number taught mechanical trades.		Buildings and improvements.	For support.	
White.	Colored.	Native parents.	Foreign-born parents.	Could only read.	Could neither read nor write.	Committed.	Discharged.	Male.	Female.	Total.	Male.	Female.	Total.			Value of grounds and buildings.			Buildings and improvements.	For support.
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
70	24	85	9	70	24	71	46	1	2	3	76	18	94	4	94	\$15,000	\$650	\$6,000	83
750	51	.....	.....	.....	.....	.....	.....	2	14	14	.....	.....	.....	4	.....	110,000	.....	.....	84
23	40	.....	.....	.....	.....	.....	.....	.....	0	2	63	0	63	8	.....	50,000	2,500	38,605	85
154	6	75	50	.....	6	101	25	0	3	3	.....	.....	.....	6	30	24,272	.....	.....	86
230	0	224	6	195	35	83	74	2	1	3	230	0	230	7	.....	23,801	485	18,603	87
211	29	228	12	.....	25	94	.....	4	0	4	240	0	240	3	240	100,000	2,400	20,000	88
.....	.....	.....	.....	18	22	.....	.....	1	1	.....	40	40	4	40	.....	25,000	11,000	6,000	89
177	8	136	49	5	7	88	103	0	3	3	150	35	185	3	138	48,285	2,500	22,500	90
454	0	43	229	65	52	272	300	10	3	13	454	0	454	4	454	332,999	369	50,494	91
265	5	192	78	10	0	55	16	0	7	7	0	270	270	6	270	161,140	3,000	30,467	92

TABLE 4.—Statistics of reform schools—Manual and industrial training—Branches taught.

Name of institution.	Branches of instruction.	Number of instructors.	Number of pupils.		
			Male.	Female.	Total.
Alabama Boys' Industrial School, East Lake, Ala.	In industrial training		56		56
	Sewing	1			
	Cooking	1			
	Carpentry	1			
	Farm or garden work	1			
Whittier State School, Whittier, Cal.	Printing	1			
	In industrial training		228	35	263
	Carpentry		8		8
	Cooking		10	6	16
	Dressmaking			6	6
	Dining room		32		37
	Housekeeping		12	5	17
	Laundering		8	6	14
	Farm or garden work		60		60
	Baking		7		7
	Printing		9		9
	Engineering		6		6
	Painting		5		5
	Tailoring		24		24
	Shoemaking		7		7
Blacksmithing		8		8	
State Industrial School, Golden, Colo.	In industrial training		197		197
	Free-hand drawing	1	39		39
	Mechanical drawing	1	39		39
	Sewing	1	17		17
	Cooking	1	15		15
	Sloyd or knife work	1	70		70
	Carpentry	1	8		8
	Carving	1	4		4
	Vise work	1	6		6
	Machine-shop work	1	6		6
	Farm or garden work	1	25		25
	Printing	1	14		14
	Painting	1	2		2
	Engineering	1	8		8
	Laundering	1	20		20
Baking	1	8		8	
Shoemaking	1	18		18	
State Industrial School for Girls, Morrison, Colo.	In industrial training			85	85
	Sewing	1		85	85
	Cooking	1		85	85
Connecticut School for Boys, Meri- den, Conn.	In industrial training		120		120
	Sewing	1	12		12
	Carpentry	1	120		120
	Wood turning	1	48		48
	Farm or garden work	2	24		24
Connecticut Industrial School for Girls, Middletown, Conn.	Printing	1	20		20
	In industrial training		150		150
	Sewing	1	75		75
St. Joseph's Industrial School, Clay- ton, Del.	Cooking	1	75		75
	In industrial training		70		70
	Paper cutting and folding	1	4		4
The Ferris Industrial School for Boys, Marshallton, Del.	Sewing	1	7		7
	Cooking	3	4		4
	Carpentry	1	4		4
	Machine-shop work	1	2		2
	Farm or garden work	1	10		10
	Printing	1	8		8
	Painting	1	4		4
	Baking	1	4		4
	In industrial training		75		75
	Sewing	1			
Delaware Industrial School for Girls, Wilmington, Del.	Cooking	1	4		4
	Carpentry	1	7		7
	Wood turning	1	7		7
	Farm or garden work	3	75		75
	Painting	1	7		7
Reform School for Girls of the Dis- trict of Columbia.	In industrial training		18		18
	Sewing	1	18		18
	Cooking	1	18		18
Reform School of the District of Columbia.	In industrial training		67		67
	.....do		172		172
	Sewing	1	8		8
	Cooking	1	5		5
	Sloyd or knife work	1	80		80
Carpentry	1	2		2	
Farm or garden work	1	40		40	

TABLE 4.—Statistics of reform schools—Manual and industrial training—Branches taught—Continued.

Name of institution.	Branches of instruction.	Number of instructors.	Number of pupils.			
			Male.	Female.	Total.	
Chicago Erring Woman's Refuge for Reform, Chicago, Ill.	In industrial training			92	92	
	Sewing	4		92	92	
	Cooking	2		92	92	
John Worthy School, Chicago, Ill.	In industrial training		969		969	
	.....do			262	262
State Training School for Girls.....	Sewing	1		262	262	
	Cooking	1		262	262	
	In industrial training		150		150	
Illinois Manual Training School Farm, Glenwood, Ill.	.....do			250	250
Illinois Industrial School for Girls, Evanston, Ill.	.....do				
Illinois State Reformatory, Pontiac, Ill.	.....do				590
	Free-hand drawing	1	30		30	
	Sewing	1	45		45	
	Cooking	3	35		35	
	Carpentry	3	35		35	
	Wood turning	5	5		5	
	Carving	7	7		7	
	Forging	2	35		35	
	Sheet-metal work	1	6		6	
	Barbering	1	15		15	
	Farm or garden work	3	50		50	
	Bricklaying	2	15		15	
	Printing	1	35		35	
	Painting	1	16		16	
	Electrical engineering	2	20		20	
	Stone cutting	2	150		150	
	Shoe and harness making	1	15		15	
	Picture-frame making	4	65		65	
	Indiana Industrial School for Girls, Indianapolis, Ind.	In industrial training			170	170
		Sewing	2		50	50
	Indiana Reform School for Boys, Plainfield, Ind.	Cooking	2		11	11
		In industrial training		328		328
		Sewing	2	76		76
Cooking		2	78		78	
Sloyd or knife work		1	70		70	
Carpentry		1	25		25	
Wood turning		1	15		15	
Machine-shop work		1	11		11	
Forging		1	15		15	
Vise work		1	16		16	
Shoemaking		1	40		40	
Farm or garden work		3	101		101	
Bricklaying		1	12		12	
Printing		1	45		45	
Painting		1	8		8	
Tailoring		1	32		32	
Laundering		2	24		24	
Baking		1	6		6	
Dairying		1	8		8	
Industrial School for Girls, Mitchellville, Iowa.		In industrial training			197	197
		Sewing	2		32	32
		Cooking	1		60	60
		Baking	1		20	20
	Laundering	1		32	32	
	Dormitory work			40	40	
	.....do		528		528
Iowa Industrial School for Boys, Eldora, Iowa.	Sewing	2	60		60	
	Cooking	3	20		20	
	Carpentry	1	12		12	
	Wood turning	1	12		12	
	Forging	1	6		6	
	Farm or garden work	2	60		60	
	Painting	1	6		6	
	Shoemaking	1	30		30	
	Harness making	1	10		10	
	Florist	1	5		5	
	State Industrial School for Girls, Beloit, Kans.	In industrial training			123	123
		Free-hand drawing			88	88
		Sewing			100	100
Cooking				50	50	
Laundering				80	80	
Pattern making				132	132	
.....do			218		218	
Boys' Industrial School, Topeka, Kans.	In industrial training			10	10	
	Cooking	2		20	20	
	Sloyd or knife work	1		51	51	
	Carpentry	1		4	4	
	Wood turning	1	10		10	

TABLE 4.—Statistics of reform schools—Manual and industrial training—Branches taught—Continued.

Name of institution.	Branches of instruction.	Number of instructors.	Number of pupils.		
			Male.	Female.	Total.
Boys' Industrial School, Topeka, Kans.—Continued.	Machine-shop work	1	10		10
	Shoemaking		20		20
	Farm or garden work	1	50		50
	Bricklaying	1	5		5
	Painting	1	10		10
House of the Good Shepherd, Fort Thomas, Ky.	Harness making	1	10		10
	In industrial training			116	116
	Sewing	3		100	100
	Cooking	1		4	4
	Crocheting	1		80	80
Boys House of Refuge, New Orleans, La.	Housework	2		18	18
	Laundering	1		14	14
	In industrial training		20		20
	.....do			70	70
	Sewing	2		56	56
The Maine Industrial School for Girls, Hallowell, Me.	Cooking	1		14	14
	Sewing	4		15	15
	Cooking	4		15	15
	Carpentry	1		40	40
	Wood turning	1		20	20
State Reform School, Portland, Me.	Farm or garden work	2		100	100
	In industrial training		100		100
	Sewing	1		19	19
	Cooking	1		6	6
	Carpentry	1		63	63
	Wood turning				
	Carving				
	Molding (metal)	1		68	68
	Vise work				
	Machine-shop work				
House of Refuge, Baltimore, Md.	Farm or garden work	1	2		2
	Printing	1	41		41
	In industrial training			88	88
	Sewing	2		88	88
	In industrial training			60	60
Female House of Refuge, Baltimore, Md.	In industrial training			110	110
	Sewing	3		110	110
	Cooking	1		25	25
	In industrial training		33		33
	Cooking	2		10	10
St. Elizabeth's Home for Colored Children, Baltimore, Md.	Carpentry	1	2		2
	Machine-shop work	1	2		2
	Farm or garden work	3	20		20
	In industrial training			438	438
	Free-hand drawing	4	250		250
	Mechanical drawing	2	45		45
	Paper cutting and folding	1	18		18
	Wood turning	2	5		5
	Carving	2	5		5
	Sewing	5	32		32
Industrial Home for Colored Girls, Melvale, Md.	Cooking	2		10	10
	Laundry work	2		10	10
	Farm or garden work	2		12	12
	Bricklaying	2		5	5
	Printing	1		18	18
	Carpentry	2		6	6
	Pattern making	2		8	8
	Forging	1		4	4
	Vise work	1		4	4
	Machine-shop work	2		5	5
St. Mary's Industrial School for Boys, Baltimore, Md.	Steam fitting	2		6	6
	Painting	2		6	6
	Applied electricity	2		3	3
	Electrical engineering	1		2	2
	In industrial training		176		176
	Free-hand drawing	4	172		172
	Mechanical drawing	2	110		110
	Paper cutting and folding	2	50		50
	Sewing	1	21		21
	Sloyd or knife work	1	110		110
House of Reformation, Boston, Mass.	Carpentry	1	8		8
	Farm or garden work	1	25		25
	Printing	1	25		25
	Shoemaking	1	32		32

TABLE 4.—*Statistics of reform schools—Manual and industrial training—Branches taught—Continued.*

Name of institution.	Branches of instruction.	Number of instructors.	Number of pupils.		
			Male.	Female.	Total.
State Industrial School for Girls, Lancaster, Mass.	In industrial training	7	264	264	264
	Free-hand drawing	7	163	163	163
	Paper cutting and folding	7	163	163	163
	Sewing	14	163	163	163
	Cooking	7	14	14	14
	Farm or garden work	2	176	176	176
Middlesex Truant School, North Chelmsford, Mass.	Painting	7	50	50	50
	In industrial training	1	90	90	90
The Worcester County Truant School, Oakdale, Mass.	Sloyd or knife work	1	90	90	90
	In industrial training	1	20	20	20
	Free-hand drawing	1	20	20	20
	Mechanical drawing	1	20	20	20
	Paper cutting and folding	1	20	20	20
	Sewing	1	20	20	20
	Cooking	1	20	20	20
	Sloyd or knife work	1	20	20	20
	Carpentry	1	20	20	20
	In industrial training	1	48	48	48
Plummer Farm School, Salem, Mass.	Carpentry	1	12	12	12
	Farm or garden work	2	30	30	30
Hampden County Truant School, Springfield, Mass.	Chair seating	1	48	48	48
	In industrial training	1	49	49	49
	Free-hand drawing	1	31	31	31
Norfolk, Bristol, and Plymouth Union Truant School, Walpole, Mass.	Sloyd or knife work	1	49	49	49
	In industrial training	3	39	39	39
Parental School, West Roxbury, Mass.	Farm or garden work	3	39	39	39
	In industrial training	1	430	430	430
	Paper cutting and folding	1	80	80	80
State Industrial Home for Girls, Adrian, Mich.	Sloyd or knife work	2	350	350	350
	Farm or garden work	3	90	90	90
	In industrial training	1	150	150	150
Industrial School for Boys, Lansing, Mich.	Cooking	1	150	150	150
	Floriculture	1	24	24	24
	In industrial training	1	400	400	400
	Sewing	1	70	70	70
	Carpentry	1	50	50	50
	Shoemaking	1	35	35	35
Minnesota State Reformatory, St. Cloud, Minn.	Bakery	1	14	14	14
	Steam laundry	1	15	15	15
	Farm or garden work	5	133	133	133
	Printing	1	50	50	50
	Painting	1	22	22	22
	Chair caning	1	60	60	60
	In industrial training	1	193	193	193
	Sewing	1	7	7	7
	Cooking	2	16	16	16
	Carpentry	1	2	2	2
	Quarrying	1	15	15	15
	Stone cutting	1	35	35	35
	Laundry	1	2	2	2
	Blacksmithing	1	9	9	9
Farm or garden work	1	47	47	47	
Reform School for Boys, Boonville, Mo.	Bricklaying	1	5	5	5
	Printing	1	1	1	1
	Painting	1	2	2	2
	Plumbing and engineering	2	11	11	11
	Shoemaking	1	4	4	4
	In industrial training	1	150	150	150
	Sewing	2	24	24	24
	Cooking	2	30	30	30
	Carpentry	1	12	12	12
	Wood turning	1	3	3	3
State Industrial Home for Girls, Chillicothe, Mo.	Plumbing	1	16	16	16
	Forging	1	8	8	8
	Wheelwright	1	8	8	8
	Farm or garden work	2	80	80	80
	Brick laying	1	20	20	20
	Printing	1	16	16	16
	Painting	1	8	8	8
	In industrial training	1	119	119	119
	Sewing	3	119	119	119
	Cooking	3	119	119	119
St. Louis House of Refuge, St. Louis, Mo.	In industrial training	1	21	7	28
	Sewing	1	18	18	18
	Cooking	5	11	11	16

TABLE 4.—Statistics of reform schools—Manual and industrial training—Branches taught—Continued.

Name of institution.	Branches of instruction.	Number of instructors.	Number of pupils.		
			Male.	Female.	Total.
St. Louis House of Refuge, St. Louis, Mo.—Continued.	Carpentry		4		4
	Wood turning		1		1
	Baking		8		8
	Laundering				
	Shoemaking		16	6	22
	Forging		3		3
	Sheet-metal work		1		1
	Machine-shop work		2		2
	Farm or garden work		3		3
	Printing	1	15		15
	Painting		3		3
	Nursing			5	5
	In industrial training		9		9
Montana State Reform School, Miles City, Mont.	In industrial training				
Girls Industrial School of Nebraska, Geneva, Nebr.	Sewing		60	60	60
	Cooking		60	60	60
	Dairying		60	60	60
	Housekeeping		60	60	60
Boys Industrial School for Juvenile Offenders, Kearney, Nebr.	In industrial training		90		90
	Cooking	2	10		10
	Carpentry	1	6		6
	Laundering	1	6		6
	Shoemaking	1	12		12
	Tailoring	1	14		14
	Machine-shop work	1	4		4
	Farm or garden work	3	36		36
	Printing	1	12		12
	In industrial training			30	30
Nebraska Industrial Home, Milford, Nebr.	In industrial training				
State Industrial School, Manchester, N. H.	In industrial training		126	28	154
State Reform School, Jamesburg, N. J.	In industrial training				276
	Sewing	2	21		21
	Cooking	3	25		25
	Sloyd or knife work	1	45		45
	Carpentry	2	5		5
	Baking	1	3		3
	Laundering	2	2		2
	Brush making	1	75		75
	Machine-shop work	3	8		8
	Blacksmithing	1	3		3
	Farm or garden work	5	50		50
	Bricklaying	1	5		5
	Painting	1	3		3
	Brickmaking	3	12		12
	New Jersey State Home for Girls, Trenton, N. J.	In industrial training			145
Sewing		3		145	145
Cooking		3		35	35
Newark City Home, Verona, N. J. . .	In industrial training		58		58
	Sewing	1	10		10
	Cooking	1	6		6
	Sloyd or knife work	1	2		2
	Carpentry	1	2		2
	Farm or garden work	1	20		20
	Printing	1	13		13
	Painting	1	7		7
	In industrial training		214		214
	Mechanical drawing	1	100		100
	Sewing	1	214		214
Sloyd or knife work	1	100		100	
Carpentry	1	50		50	
Carving	1	6		6	
Iron works	1	100		100	
Farm or garden work	1	214		214	
Berkshire Industrial Farm, Canaan Four Corners, N. Y.	In industrial training	1	20		20
	Cooking	1	3		3
	Forging	1	6		6
	Farm or garden work	1	20		20
	Painting	1	6		6
New York State Reformatory, Elmira, N. Y.	Mechanical drawing	1	600		600
	Sewing	1	35		35
	Carpentry	1	108		108
	Forging	1	74		74
	Sheet-metal work	1	31		31
	Molding (metal)	1	65		65
	Machine-shop work	1	80		80

TABLE 4.—Statistics of reform schools—Manual and industrial training—Branches taught—Continued.

Name of institution.	Branches of instruction.	Number of instructors.	Number of pupils.		
			Male.	Female.	Total.
New York State Reformatory, Elmira, N. Y.—Continued.	Farm or garden work.....	1	15	.....	15
	Bricklaying.....	1	97	.....	97
	Printing.....	1	50	.....	50
	Painting.....	1	28	.....	28
	Barbering.....	3	47	.....	47
	Bookbinding.....	1	28	.....	28
	Brass smithing.....	1	14	.....	14
	Cabinetmaking.....	1	24	.....	24
	Clothing cutting.....	1	24	.....	24
	Electricity.....	1	15	.....	15
	Frescoing.....	1	57	.....	57
	Hard-wood finishing.....	1	15	.....	15
	Horseshoeing.....	1	40	.....	40
	House painting.....	1	28	.....	28
	Machine woodworking.....	1	24	.....	24
	Machinists.....	1	80	.....	80
	Molding.....	1	65	.....	65
	Paint mixing.....	1	12	.....	12
	Plastering.....	1	22	.....	22
	Plumbing.....	1	61	.....	61
	Shoemaking.....	1	30	.....	30
	Sign painting.....	1	18	.....	18
	Steam fitting.....	1	30	.....	30
	Stonecutting.....	1	17	.....	17
	Stone masonry.....	1	14	.....	14
	Tinsmithing.....	1	31	.....	31
	Upholstering.....	1	34	.....	34
House of Refuge for Women, Hud- son, N. Y.	In industrial training.....	.....	.....	200	200
	Sewing.....	2	.....	141	141
	Cooking.....	1	.....	109	109
	Laundrying.....	1	.....	97	97
Society for the Reformation of Ju- venile Delinquents of New York City, Harlem, N. Y.	In industrial training.....	.....	747	91	838
	Free-hand drawing.....	1	288	.....	288
	Mechanical drawing.....	1	80	.....	80
	Clay modeling.....	1	216	.....	216
	Paper cutting and folding.....	1	35	.....	35
	Sewing.....	2	6	90	96
	Cooking.....	4	19	90	109
	Sloyd or knife work.....	1	216	.....	216
	Carpentry.....	2	90	.....	90
	Wood turning.....	1	90	.....	90
	Carving.....	1	216	.....	216
	Tailoring.....	2	62	.....	62
	Plumbing.....	2	80	.....	80
	Baking.....	1	12	.....	12
	Blacksmithing.....	1	26	.....	26
	Electricity.....	1	2	.....	2
	Farm or garden work.....	3	37	.....	37
	Mason work.....	1	4	.....	4
	Printing.....	1	35	.....	35
	Painting.....	1	16	.....	16
	Shoemaking.....	1	30	.....	30
	Other work.....	20	269	22	291
New York Juvenile Asylum, New York, N. Y.	In industrial training.....	.....	511	160	671
	Paper cutting and folding.....	3	96	35	131
	Sewing.....	6	132	75	207
	Cooking.....	3	20	.....	20
	Carpentry.....	1	2	.....	2
	Shoemaking.....	1	45	.....	45
	Bakery.....	1	10	.....	10
	Farm or garden work.....	1	8	.....	8
	Printing.....	1	20	.....	20
	Painting.....	1	2	.....	2
	Laundrying.....	1	20	.....	20
	Other domestic work.....	.....	150	50	200
	New York Catholic Protectory, New York, N. Y.	In industrial training.....	3,011	.....	3,011
Free-hand drawing.....		1	25	.....	25
Mechanical drawing.....		1	25	.....	25
Clay modeling.....		1	25	.....	25
Paper cutting and folding.....		5	25	.....	25
Sewing.....		3	25	.....	25
Carpentry.....		1	5	.....	5
Machine-shop work.....		1	10	.....	10
Farm or garden work.....		1	25	.....	25
Bricklaying.....		1	5	.....	5
Printing.....		5	150	.....	150
Painting.....	2	10	.....	10	

TABLE 4.—Statistics of reform schools—Manual and industrial training—Branches taught—Continued.

Name of institution.	Branches of instruction.	Number of instructors.	Number of pupils.			
			Male.	Female.	Total.	
St. Vincent Industrial School, Utica, N. Y.	In industrial training	1	150		150	
	Sewing	1	25		25	
The Cincinnati House of Refuge, Cincinnati, Ohio.	Knitting socks	1	100		100	
	Farm or garden work	2	25		25	
	In industrial training	225		77	302	
	Sewing	2		18	18	
	Cooking	1		7	7	
	Sloyd or knife work	1	45		45	
	Carpentry	1	12		12	
	Wood turning	1	4		4	
	Carving	1	6		6	
	Tailoring	1	24		24	
	Shoemaking	1	17		17	
	Bakery	1	3		3	
	Engine room	2	2		2	
	Farm or garden work	1	9		9	
	Bricklaying	1	4		4	
	Printing	1	18		18	
	Painting	1	4		4	
Floriculture	1	5		5		
Machine-shop work	1	71		71		
Vise work						
Forging						
Girls' Industrial Home, Rathbone, Ohio.	In industrial training			312	312	
	Free-hand drawing			300	300	
Ohio State Reformatory, Mansfield, Ohio.	In industrial training	1	80		80	
	Mechanical drawing	1	10		10	
	Cooking		8		8	
	Carpentry		8		8	
	Forging		4		4	
	Machine-shop work		4		4	
	Farm or garden work		20		20	
	Bricklaying		12		12	
	Printing		4		4	
	Stonecutting		10		10	
	Boys' Industrial School of Ohio, Lancaster, Ohio.	In industrial training	1,260			1,260
Sewing		1	60		60	
Tailoring		2	60		60	
Cooking		4	98		98	
Carpentry		1	16		16	
Wood turning			4		4	
Bakery		1	16		16	
Tinning		1	8		8	
Brickmaking		1	40		40	
Steam fitting and plumbing		1	12		12	
Electricity		1	20		20	
Pumping station		1	8		8	
Fruit raising		1	32		32	
Stone quarrying		1	20		20	
Street grading and paving		1	60		60	
Floriculture		1	20		20	
Farm or garden work		3	100		100	
Bricklaying		1	16		16	
Shoemaking		1	60		60	
Printing		1	60		60	
Painting		1	8		8	
Oregon State Reform School, Salem, Oreg.		In industrial training		54		54
		Sewing		18		18
	Cooking		12		12	
	Carpentry		6		6	
	Shoemaking		12		12	
	Forging		4		4	
House of Refuge, boys' department, Glen Mills, Pa.	Farm or garden work	2	16		16	
	In industrial training		346		346	
	Sewing	1	83		83	
	Tailoring	1	67		67	
	Carpentry	2	44		44	
	Cooking and housework		179		179	
	Laundrying	2	69		69	
	Baking	1	19		19	
	Shoemaking	1	40		40	
	Boiler-house work	4	32		32	
	Electricity	2	8		8	
	Blacksmithing	1	15		15	
	Farm or garden work	3	326		326	
Bricklaying	1	22		22		

TABLE 4.—Statistics of reform schools—Manual and industrial training—Branches taught—Continued.

Name of institution.	Branches of instruction.	Number of instructors.	Number of pupils.		
			Male.	Female.	Total.
House of Refuge, boys' department, Glen Mills, Pa.—Continued.	Printing.....	1	61	.....	61
	Painting.....	1	25	.....	25
Pennsylvania Industrial Reformatory, Huntingdon, Pa.	Office work.....	.....	4	.....	4
	In industrial training.....	.....	734	.....	734
	Free-hand drawing.....	1	58	.....	58
	Mechanical drawing.....	1	58	.....	58
	Sewing.....	1	16	.....	16
	Cooking.....	4	21	.....	21
	Sloyd or knife work.....	2	58	.....	58
	Carpentry.....	3	15	.....	15
	Wood turning.....	1	13	.....	13
	Carving.....	1	4	.....	4
	Forging.....	1	7	.....	7
	Molding (metal).....	1	5	.....	5
	Machine-shop work.....	2	12	.....	12
	Farm or garden work.....	2	25	.....	25
	Bricklaying.....	2	40	.....	40
	Printing.....	1	9	.....	9
	Painting.....	4	56	.....	56
	In industrial training.....	.....	779	223	1,002
	Mechanical drawing.....	2	132	.....	132
	Knitting.....	1	.....	17	17
Sewing.....	2	.....	44	44	
Cooking and kitchen work.....	4	51	.....	148	
Sloyd or knife work.....	1	50	.....	50	
Carpentry.....	1	9	.....	9	
Plumbing.....	2	7	.....	7	
Shoemaking.....	1	29	.....	29	
Forge and iron work.....	1	16	.....	16	
Tailoring.....	1	70	.....	70	
Barbering.....	.....	14	.....	14	
Laundering.....	2	.....	47	47	
Farm or garden work.....	.....	157	.....	157	
Bricklaying.....	1	31	.....	31	
Printing.....	1	34	.....	34	
Baking.....	1	13	.....	13	
Domestic work.....	10	113	.....	131	
In industrial training.....	.....	.....	134	134	
Sewing.....	.....	.....	134	134	
Cooking.....	.....	.....	134	134	
Dressmaking.....	.....	50	.....	50	
Home work.....	.....	.....	134	134	
Laundering.....	.....	.....	134	134	
Oaklawn School, Howard, R. I.....	In industrial training.....	.....	49	.....	49
	Sewing.....	1	49	.....	49
	Cooking.....	1	5	.....	5
	Housework.....	.....	20	.....	20
Sockanosset School for Boys, Howard, R. I.	Farm or garden work.....	1	2	.....	2
	In industrial training.....	.....	182	.....	182
	Mechanical drawing.....	.....	12	.....	12
	Sewing.....	1	22	.....	22
	Cooking.....	2	12	.....	12
	Carpentry.....	1	12	.....	12
	Engineering.....	1	7	.....	7
	Forging.....	1	16	.....	16
	Machine-shop work.....	1	12	.....	12
	Farm or garden work.....	1	8	.....	8
	Bricklaying.....	1	12	.....	12
	Printing.....	1	11	.....	11
	Painting.....	1	4	.....	4
	Hamilton County Industrial School and Farm, Jersey, Tenn.	In industrial training.....	76	18	94
Sewing.....		3	8	18	26
Cooking.....		3	6	18	24
Carpentry.....		1	3	.....	3
Shoemaking.....		1	6	.....	6
Harness making.....		1	6	.....	6
Broom making.....		1	8	.....	8
Housework.....		.....	.....	18	18
Farm or garden work.....		3	56	.....	56
Painting.....		1	3	.....	3
Vermont Industrial School, Vergennes, Vt.	Chair caning.....	1	8	.....	8
	Nursery work.....	2	12	.....	12
	In industrial training.....	.....	.....	30	30
	Sewing.....	1	.....	30	30
	Cooking.....	2	.....	30	30
Printing.....	1	1	.....	1	

TABLE 4.—Statistics of reform schools—Manual and industrial training—Branches taught—Continued.

Name of institution.	Branches of instruction.	Number of instructors.	Number of pupils.			
			Male.	Female.	Total.	
Industrial Home for Girls, Industrial, W. Va.	In industrial training			40	40	
	Sewing			40	40	
	Cooking			40	40	
Washington State Reform School, Chehalis, Wash.	In industrial training		120	18	138	
	Free-hand drawing	1	9		9	
	Mechanical drawing	1	9		9	
	Sewing	1	16	11	27	
	Carpentry	1	9		9	
Wisconsin Industrial School for Boys, Waukesha, Wis.	Farm or garden work	1	18		18	
	In industrial training		454		454	
	Free-hand drawing	1	226		226	
	Mechanical drawing	1	226		226	
	Clay modeling	1	116		116	
	Paper cutting and folding	1	116		116	
	Sewing	2	6		6	
	Cooking	1	19		19	
	Floyd or knife work	1	116		116	
	Carpentry	1	10		10	
	Wood turning	2	87		87	
	Carving	1	116		116	
	Tailoring	1	34		34	
	Shoemaking	1	15		15	
	Engineering	3	7		7	
	Pattern making	1	15		15	
	Forging	1	75		75	
	Molding (metal)	1	15		15	
	Vise work	1	83		83	
	Machine-shop work	1	83		83	
	Farm or garden work	4	75		75	
	Painting	1	10		10	
	Laundering	1	16		16	
	Office work	1	3		3	
	Industrial School for Girls, Milwaukee, Wis.	In industrial training			270	270
		Sewing	6		270	270
		Cooking	5		200	200

CHAPTER XLV.

SCHOOLS FOR THE DEFECTIVE CLASSES.

This chapter includes statistics of schools for the blind, schools for the deaf, and schools for the feeble-minded reporting to this Office for the year 1901-2.

Schools for the blind.—The total number of schools reporting was 39, with 487 instructors—163 males and 324 females—including 159 in music and 131 in industrial training. The total number of pupils was 4,315, the number of males being 2,363 and females 1,952. In the kindergartens there were 470 pupils; in vocal music, 2,076; in instrumental music, 2,242; and in industrial training, 2,948. There were 141 graduates. The total number of volumes in the libraries was 105,804. The value of scientific instruments was \$99,115, and the value of grounds and buildings \$7,118,125. The sum of \$77,877 was expended for buildings and improvements and \$1,072,512 for support.

Schools for the deaf.—There are represented in this report 121 schools for the deaf, with 1,315 instructors and 11,938 pupils. The 57 State institutions report 1,118 instructors—379 male and 739 female. There were 440 teachers of articulation, 42 in auricular perception, and 299 in the industrial departments. The total number of pupils reported was 10,624, the number of males being 5,862 and the females 4,762. The number taught by the manual method was 3,122, the number by the purely oral method 3,803, and the number by the combined system 4,597. There were 776 pupils in the kindergartens, and the schools reported 283 graduates. The libraries of these institutions contained 103,300 volumes; the value of scientific apparatus was \$17,860 and of grounds and buildings \$12,795,359. The sum of \$467,124 was expended for buildings and improvements and \$2,189,677 for salaries and support.

The 49 public day schools for the deaf had 122 instructors—9 males and 113 females—94 in articulation, 40 in aural development, and 47 in industrial training. Of the 835 pupils, 457 were boys and 378 girls. The number taught by the manual method was 9, by the purely oral method 710, and by the combined system 116. There were 77 pupils in the kindergartens. As many of these schools are departments of regular city systems, the cost of maintenance could not be accurately ascertained.

The 15 private institutions for the deaf had 75 teachers—16 males and 59 females—54 being teachers of articulation, 14 of aural development, and 26 in industrial training. There were 479 pupils—202 males and 277 females. The number taught by the manual method was 59, by the purely oral method 165, and by the combined system 222. There were 82 pupils in the kindergartens (22 graduates).

Schools for the feeble-minded.—There were 20 State schools reporting, with 277 teachers—61 males and 216 females—139 being in industrial training. There are 801 assistants caring for inmates. The State schools had 12,079 pupils—6,433 males and 5,646 females—983 being in the kindergartens. These institutions had buildings and grounds valued at \$7,321,893. The sum of \$653,147 was expended for buildings and improvements and \$1,657,466 for support.

There were 12 private schools for the feeble-minded, with 62 teachers and 495 pupils—298 boys and 197 girls.

TABLE 1.—Summary of statistics of schools for the blind, 1901-2.

State or Territory.	Number of institutions.	Instructors.				
		Male.	Female.	Total.	Music.	Industrial.
1	2	3	4	5	6	7
United States	39	163	324	487	159	131
North Atlantic Division	5	33	86	119	43	27
South Atlantic Division	8	37	51	88	32	35
South Central Division	9	31	62	93	28	27
North Central Division	11	47	107	154	45	32
Western Division	6	15	18	33	11	10
North Atlantic Division:						
Maine						
New Hampshire						
Vermont						
Massachusetts	1	15	40	55	20	10
Rhode Island						
Connecticut						
New York	2	10	28	38	10	7
New Jersey						
Pennsylvania	2	8	18	26	13	10
South Atlantic Division:						
Delaware						
Maryland	2	13	9	22	5	8
District of Columbia						
Virginia	1	4	5	9	2	2
West Virginia	1	2	7	9	3	2
North Carolina	1	12	18	30	9	9
South Carolina	1	2	4	6	3	2
Georgia	1	4	7	11	3	3
Florida	1		1	1	7	9
South Central Division:						
Kentucky	1	3	6	9	2	3
Tennessee	1	2	15	17	5	5
Alabama	1	5	6	11	4	3
Mississippi	1	2	6	8	3	2
Louisiana	1	3	5	8	2	4
Texas	2	10	13	23	8	4
Arkansas	1	6	8	14	3	4
Oklahoma						
Indian Territory	1	0	3	3	1	2
North Central Division:						
Ohio	1	9	14	23	9	4
Indiana	1	3	17	20	4	2
Illinois	1	8	16	24	5	5
Michigan	1	4	8	12	3	4
Wisconsin	1	3	12	15	4	5
Minnesota	1	4	7	11	4	2
Iowa	1	5	7	12	4	3
Missouri	1	3	10	13	3	3
North Dakota						
South Dakota	1	1	2	3	2	0
Nebraska	1	4	5	9	3	2
Kansas	1	3	9	12	4	2
Western Division:						
Montana	1	1	1	2	1	1
Wyoming						
Colorado	1	4	5	9	3	2
New Mexico						
Arizona						
Utah	1	4	4	8	2	4
Nevada						
Idaho						
Washington	1	2	3	5	2	2
Oregon	1	2	2	4	1	1
California	1	2	3	5	2	

TABLE 2.—Summary of statistics of schools for the blind, 1901-2.

State or Territory.	Pupils.							
	Male.	Female.	Total.	Vocal music.	Instrumental music.	Kindergarten.	Graduates 1901-2.	Industrial department.
1	2	3	4	5	6	7	8	9
United States	2,363	1,952	4,315	2,076	2,242	470	141	2,948
North Atlantic Division	495	410	905	306	409	165	42	657
South Atlantic Division	349	300	649	471	434	47	13	512
South Central Division	562	484	1,046	654	474	71	18	613
North Central Division	843	676	1,519	610	841	187	64	1,052
Western Division	114	82	196	35	84	0	4	114
North Atlantic Division:								
Maine								
New Hampshire								
Vermont								
Massachusetts	128	122	250	27	104	91	2	172
Rhode Island								
Connecticut								
New York	198	143	341	174	139	47	6	240
New Jersey								
Pennsylvania	169	145	314	105	166	27	34	245
South Atlantic Division:								
Delaware								
Maryland	70	61	131	100	89	12	6	93
District of Columbia								
Virginia	40	37	77	62	68	0	2	77
West Virginia	27	25	52	52	40	0	1	43
North Carolina	115	109	224	156	138	35	2	197
South Carolina	30	21	51	51	50		2	51
Georgia	61	43	104	50	50			42
Florida	6	4	10	0	7	0	0	9
South Central Division:								
Kentucky	71	72	143	143	55			80
Tennessee	92	115	207	175	131	0	8	177
Alabama	51	34	85	85	70	0	0	77
Mississippi	27	20	47	4	28		2	35
Louisiana	20	18	38	16	29	16		26
Texas	194	122	316	59	73	18	4	80
Arkansas	101	97	198	160	78	29	4	128
Oklahoma								
Indian Territory	6	6	12	12	10	8	0	10
North Central Division:								
Ohio	203	134	337	29	208	43	9	209
Indiana	75	83	158	68	71		9	114
Illinois	150	99	249	112	109	42	7	125
Michigan	64	65	129	28	66	25	5	104
Wisconsin	50	44	94	58	21	10	9	30
Minnesota	52	33	85	55	57	25	3	82
Iowa	95	71	166	95	106	20	11	153
Missouri	61	53	114	12	69	22	3	84
North Dakota								
South Dakota	16	8	24	8	23	0	0	0
Nebraska	31	31	62	44	37	0	2	62
Kansas								
Western Division:								
Montana	7	6	13		13		1	7
Wyoming								
Colorado	32	25	57	0	32		1	55
New Mexico								
Arizona								
Utah	7	6	13	5	12	0	0	13
Nevada								
Idaho								
Washington	9	9	18	18	10	0	1	12
Oregon	17	15	32	12	17			27
California	42	21	63				1	

TABLE 3.—*Summary of statistics of schools for the blind, 1901-2.*

State or Territory.	Volumes in library.	Value of scientific apparatus.	Value of grounds and buildings.	Expendi- tures for grounds and buildings.	Expendi- tures for salaries and other expenses.
1	2	3	4	5	6
United States.....	105,804	\$99,115	\$7,118,125	\$77,877	\$1,072,521
North Atlantic Division.....	41,837	23,807	2,003,419	27,371	315,726
South Atlantic Division.....	12,456	19,850	961,500	19,810	190,116
South Central Division.....	12,225	26,000	933,000	1,600	149,062
North Central Division.....	34,730	24,158	2,127,206	27,830	345,432
Western Division.....	4,556	5,350	1,093,000	1,266	72,185
North Atlantic Division:					
Maine.....					
New Hampshire.....					
Vermont.....					
Massachusetts.....	17,443		568,092	11,101	128,662
Rhode Island.....					
Connecticut.....					
New York.....	11,753	12,307	619,477	4,465	97,276
New Jersey.....					
Pennsylvania.....	12,641	11,500	815,850	11,805	89,788
South Atlantic Division:					
Delaware.....					
Maryland.....	3,106	7,000	426,500		48,565
District of Columbia.....					
Virginia.....	1,350	1,000	65,000		15,000
West Virginia.....	500	2,500	150,000	5,000	42,500
North Carolina.....	4,500	5,000	200,000	10,000	55,000
South Carolina.....					
Georgia.....	3,000	4,000	100,000		18,000
Florida.....		350	29,000	4,810	11,051
South Central Division:					
Kentucky.....		1,500	125,000		29,180
Tennessee.....	3,150	5,000	238,000		
Alabama.....	1,821	1,000	65,000	0	18,000
Mississippi.....	875	3,000	50,000	500	5,000
Louisiana.....	779		40,000		10,000
Texas.....	4,150	12,500	115,000	1,100	71,937
Arkansas.....	1,300	3,000	300,000		13,945
Oklahoma.....					
Indian Territory.....	150				1,000
North Central Division:					
Ohio.....	4,000		500,000		72,118
Indiana.....	1,800	2,501	521,381	2,497	29,745
Illinois.....	8,450	1,000	267,925	2,784	58,872
Michigan.....	3,300	7,707	114,550	10,000	30,700
Wisconsin.....	4,800		225,000		34,000
Minnesota.....	2,440	6,750	60,000	800	22,000
Iowa.....	5,840	3,000	100,000		27,084
Missouri.....	1,200	500	100,000		29,500
North Dakota.....					
South Dakota.....	200	1,000	20,000	11,500	3,100
Nebraska.....	1,400	1,200	100,000	249	18,080
Kansas.....	1,300	500	118,350		20,233
Western Division:					
Montana.....	175	550	100,000		
Wyoming.....					
Colorado.....	650	1,200	225,000		13,762
New Mexico.....					
Arizona.....					
Utah.....	197	1,000	210,000	866	24,098
Nevada.....					
Idaho.....					
Washington.....	220				
Oregon.....	414	600	15,000	400	7,000
California.....	2,900	2,000	543,000		27,325

TABLE 4.—Statistics of State institutions for the education of the blind, 1901-2.

Post-office.	Name.	Executive officer.	Instructors.						Pupils.						Annual cost per capita.	Value of scientific apparatus.	Value of grounds and buildings.	Expenditures.			
			Male.	Female.	Total.	Music.	Industrial department.	Male.	Female.	Total.	Vocal music.	Instrumental music.	Kindergarten.	Graduates in 1901-2.				Industrial department.	Buildings and improvements.	For support.	
1	Talladega, Ala.....		4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	Alabama School for the Blind.	J. H. Johnson.....	5	6	11	4	3	51	34	85	85	70	0	0	77	1,821	\$230	\$1,000	\$65,000	0	\$18,000
2	Little Rock, Ark.....		6	8	14	3	4	101	97	198	160	78	29	4	128	1,300	102	3,000	300,000	.....	13,915
3	Berkeley, Cal.....		2	3	5	2	.....	42	21	63	.....	.....	.....	1	.....	2,300	275	2,000	543,000	.....	27,325
4	Colorado Springs, Colo.		4	5	9	3	2	32	25	57	0	32	.....	1	55	650	250	1,200	225,000	.....	13,762
5	St. Augustine, Fla.....		.....	1	1	7	9	6	4	10	0	7	0	0	9	.....	200	350	20,000	\$4,810	11,051
6	Macon, Ga.....		4	7	11	3	3	61	43	104	50	50	.....	.....	42	3,000	.....	4,000	100,000	.....	18,000
7	Jacksonville, Ill.....		8	16	24	5	5	150	99	249	112	109	42	7	125	8,450	235	1,000	267,925	2,784	58,872
8	Indianapolis, Ind.....		3	17	20	4	2	75	83	158	68	71	.....	9	114	1,800	204	2,501	521,381	2,497	28,745
9	Port Gibson, Ind. T... the Blind.	Mrs. Lura A. Lowrey..	0	3	3	1	2	6	6	12	12	10	8	0	10	150	.....	.....	.....	.....	1,000
10	Vinton, Iowa.....		5	7	12	4	3	95	71	166	95	106	20	11	153	5,850	163	3,000	100,000	.....	27,084
11	St. Kansas City, Kans.....		3	9	12	4	2	46	55	101	74	.....	6	89	1,300	200	500	118,350	.....	20,233	
12	Louisville, Ky.....		3	6	9	2	3	71	72	143	143	55	.....	80	.....	.....	.....	1,500	125,000	.....	23,180
13	Baton Rouge, La.....		3	5	8	2	4	20	18	38	16	29	16	.....	26	779	.....	.....	40,000	.....	10,000

* Statistics of 1900-1901.

a Statistics of 1899-1900.

TABLE 4.—Statistics of State institutions for the education of the blind, 1901-2—Continued.

Post-office.	Name.	Executive officer.	Instructors.				Pupils.							Annual cost per capita.	Value of scientific apparatus.	Value of grounds and buildings.	Expenditures.				
			Male.	Female.	Total.	Music.	Industrial department.	Male.	Female.	Total.	Vocal music.	Instrumental music.	Kindergarten.				Graduates in 1901-2.	Industrial department.	17	18	19	20	21	22
14 Baltimore, Md	Maryland School for the Blind.	Frederick D. Morrison.	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
15	Maryland School for Colored Blind and Deaf.	do.	6	2	8	1	4	19	5	24	24	21				480	170	1,000	35,000		\$36,565
16 South Boston, Mass.	Perkins Institution and Massachusetts School for the Blind.	M. Anagnos	15	40	55	20	10	128	122	250	27	104	91	2	172	17,443	300	568,002	\$11,101	128,662	12,000
17 Lansing, Mich	Michigan School for the Blind.	Warren C. Hull	4	8	12	3	4	64	65	129	28	66	25	5	104	3,300	237	7,707	114,550	10,000	30,700
18 Fairbault, Minn.	Minnesota School for the Blind.	James J. Dow	4	7	11	4	2	52	33	85	55	57	25	3	82	2,440	270	6,750	60,000	800	22,000
19 Jackson, Miss	Institution for the Blind.	W. S. Sims	2	6	8	3	2	27	20	47	4	28		2	35	875		3,000	50,000	500	5,000
20 St. Louis, Mo.	Missouri School for the Blind.	S. M. Green	3	40	13	3	3	61	53	114	12	69	22	3	84	1,200	228	500	100,000		23,500
21 Boulder, Mont	Montana School for Deaf and Blind.	Thos. S. McAloney	1	1	2	1	1	7	6	13		13		1	7	175		550	100,000		
22 Nebraska City, Nebr.	Nebraska Institute for the Blind.	J. T. Morey	4	5	9	3	2	31	31	62	41	37	0	2	62	1,400	292	1,200	100,000	249	18,080
23 Batavia, N. Y.	New York State School for the Blind.	Olin H. Burritt	4	12	16	5	2	77	58	135	84	62	20	6	67	6,027	283	6,122	383,340	4,465	38,269
24 New York, N. Y.	New York Institution for the Blind.	William B. Wait	6	16	22	5	5	121	85	206	90	77	27		173	5,726	302	6,185	236,137		59,007
25 Raleigh, N. C.	North Carolina Institution for the Education of the Deaf, Dumb, and Blind.	John E. Ray, A. M.	12	18	30	9	9	115	109	224	136	138	35	2	197	4,500	200	5,000	200,000	10,000	55,000
26 Columbus, Ohio	Ohio Institution for the Education of the Blind.	G. L. Smead	9	14	23	9	4	203	134	337	29	208	43	9	209	4,000	214		500,000		72,118

* Statistics of 1900-1901.

27	Salom, Oreg.	Oregon School for Blind.	G. W. Jones	2	21	4	1	17	15	32	12	17	27	414	233	600	15,000	400	7,000			
28	Philadelphia, Pa.	Pennsylvania Institution for the Instruction of the Blind.	Edward E. Allton	4	11	13	9	7	109	104	213	17	106	27	34	151	12,011	363	2,000	525,850	11,396	69,045
29	Pittsburg, Pa.	Western Pennsylvania Institution for the Blind.	H. B. Jacobs	4	7	11	4	3	60	41	101	88	60	91	600	240	9,500	290,000	499	20,743		
30	Cedar Springs, S. C.	South Carolina Institution for the Education of the Deaf and Blind.	Newton F. Walker	2	4	6	3	2	30	21	51	51	50	2	51							
31	Gary, S. Dak.	South Dakota School for the Blind.	Dora Donald	1	2	3	2	0	16	8	24	8	23	0	0	200	1,000	20,000	11,500	3,100		
32	Nashville, Tenn.	Tennessee School for the Blind.	J. V. Armstrong	2	15	17	5	5	92	115	207	175	131	0	8	177	3,150	175	5,000	238,000		
33	Anstln, Tex.	Institution for the Blind.	H. L. Piner	9	11	20	7	4	178	103	281	50	60	18	3	80	4,000	250	12,500	100,000	61,622	
34	do.	Deaf, Dumb, and Blind Asylum for Colored Youths.	S. J. Jenkins	1	2	3	1		16	19	35	9	13	1		150	203		15,000	1,100	7,305	
35	Ogden, Utah	Utah School for the Blind.	Frank M. Driggs	4	4	8	2	4	7	6	13	5	12	0	0	13	197	340	1,000	210,000	868	24,098
36	Staunton, Va.	Virginia School for Deaf and Blind.	Wm. A. Bowles	4	5	9	2	2	40	37	77	62	68	0	2	77	1,350	130	1,000	65,000	15,000	
37	Vancouver, Wash.	Washington School for Defective Youth.	James Watson	2	3	5	2	2	9	9	18	18	10	0	1	12	220					
38	Romney, W. Va.	West Virginia Schools for Deaf and Blind.	James T. Rucker	2	7	9	3	2	27	25	52	52	40	0	1	43	500	194	2,500	150,000	5,000	42,500
39	Janesville, Wis.	Wisconsin School for the Blind.	A. J. Hutton	3	12	15	4	5	50	44	94	58	21	10	9	30	4,800	223		225,000	34,000	

TABLE 5.—*Summary of statistics of State institutions for the deaf, 1901-2.*

State or Territory.	Number of institutions.	Instructors.					
		Male.	Female.	Total.	Articulation.	Auricular perception.	Industrial department.
1	2	3	4	5	6	7	8
United States.....	57	379	739	1,118	440	42	299
North Atlantic Division.....	19	87	324	411	221	25	110
South Atlantic Division.....	10	74	75	149	47	12	45
South Central Division.....	9	62	91	153	44	2	37
North Central Division.....	12	120	219	339	110	3	78
Western Division.....	7	36	30	66	18	0	29
North Atlantic Division:							
Maine.....	1	1	12	13	9	0	5
New Hampshire.....							
Vermont.....							
Massachusetts.....	2	1	25	26	18		3
Rhode Island.....	1	1	9	10			2
Connecticut.....	2	5	19	24	13	0	6
New York.....	8	48	166	214	99	5	67
New Jersey.....	1	5	13	18	8	8	6
Pennsylvania.....	4	26	80	106	74	12	21
South Atlantic Division:							
Delaware.....							
Maryland.....	2	12	12	24	5	2	9
District of Columbia.....	1	20	9	29	16	6	3
Virginia.....	1	7	10	17	2		6
West Virginia.....	1	12	9	21	2		7
North Carolina.....	2	11	19	30	14	0	10
South Carolina.....	1	6	6	12	3		3
Georgia.....	1	3	5	8	4	4	3
Florida.....	1	3	5	8	1	0	4
South Central Division:							
Kentucky.....	1	14	19	33	10	1	7
Tennessee.....	1	5	10	15	3		3
Alabama.....	1	7	8	15	4	0	4
Mississippi.....	1	7	8	15	3	1	5
Louisiana.....	1	5	7	12	4	0	3
Texas.....	2	16	20	36	16	0	9
Arkansas.....	1	8	16	24	4	0	6
Oklahoma.....	1	0	3	3			
Indian Territory.....							
North Central Division:							
Ohio.....	1	10	29	39	18	0	9
Indiana.....	1	13	20	33	12		4
Illinois.....	1	11	44	55	30	0	8
Michigan.....	1	13	34	47	2	1	9
Wisconsin.....	1	11	12	23	14		4
Minnesota.....	1	12	15	27	6	0	8
Iowa.....	1	12	14	26	7		7
Missouri.....	1	19	19	38	7		10
North Dakota.....	1	4	4	8	2		3
South Dakota.....	1	2	3	5	1	0	2
Nebraska.....	1	7	12	19	6	2	7
Kansas.....	1	6	13	19	5	0	7
Western Division:							
Montana.....	1	5	2	7	1		4
Wyoming.....							
Colorado.....	1	7	10	17	7	0	6
New Mexico.....	1						
Arizona.....							
Utah.....	1	9	6	15	5	0	8
Nevada.....							
Idaho.....							
Washington.....	1	3	2	5	1	0	6
Oregon.....	1	4	5	9	2	0	3
California.....	1	8	5	13	2	0	2

TABLE 6.—Summary of State institutions for the deaf, 1901-2.

State or Territory.	Pupils.							
	Male.	Fe- male.	Total.	Taught by com- bined system.	Taught by purely oral method	Taught by manual method	Kin- der- garten.	Gradu- ates in 1901-2.
1	2	3	4	5	6	7	8	9
United States	5,862	4,762	10,624	4,597	3,803	3,122	776	283
North Atlantic Division	1,806	1,535	3,341	1,046	2,063	343	500	129
South Atlantic Division	774	625	1,399	715	228	512	19	59
South Central Division	326	791	1,117	1,043	234	500	55	9
North Central Division	1,998	1,577	3,575	1,451	1,194	1,661	202	78
Western Division	298	234	532	342	84	106	0	8
North Atlantic Division:								
Maine	61	39	100	92	0	8	9	0
New Hampshire								
Vermont								
Massachusetts	88	85	173	27	146	0	0	3
Rhode Island	34	30	64		64		13	
Connecticut	133	81	214	139	36	38	7	9
New York	947	808	1,755	689	970	208	446	53
New Jersey	73	62	135	99	36	0	25	14
Pennsylvania	470	430	900	0	811	89	0	50
South Atlantic Division:								
Delaware								
Maryland	84	62	146	63	54	29	19	3
District of Columbia	113	55	168	163				37
Virginia	84	76	160	131	25			2
West Virginia	89	78	167		23	144		6
North Carolina	194	169	363	94	126	237	0	5
South Carolina	67	55	122					6
Georgia	115	101	216	216		92		6
Florida	28	29	57	48	0	10	0	0
South Central Division:								
Kentucky	203	163	366	225	141	100	0	7
Tennessee	133	118	251	60	40	151		
Alabama	97	55	152	152			0	
Mississippi	66	67	133	86	47	0	44	
Louisiana	69	65	134	0	60	74		
Texas	263	185	448	448	0	0		0
Arkansas	127	104	231	10	46	175	11	2
Oklahoma	28	34	62	62	0			
Indian Territory								
North Central Division:								
Ohio	324	278	602		286	316	70	6
Indiana	177	146	323	171	104		48	8
Illinois	334	224	558	0	398	160	45	6
Michigan	229	199	428	428	0	163	0	16
Wisconsin	128	86	214	23	108	83	0	
Minnesota	149	119	268	62		206	29	4
Iowa	152	125	277		107	170		14
Missouri	212	129	341	341	80	261		6
North Dakota	32	26	58	45	13		0	3
South Dakota	26	28	54	54	0	0		3
Nebraska	103	74	177	52	25	100		6
Kansas	132	143	275	275	73	202	10	6
Western Division:								
Montana	15	14	29	21	8			1
Wyoming								
Colorado	69	44	113	0	58	55	0	2
New Mexico								
Arizona								
Utah	41	29	70	70	0	0	0	4
Nevada								
Idaho								
Washington	42	49	91	91	0	0	0	1
Oregon	37	33	70	52	18	0		
California	94	65	159	108	0	51		0

TABLE 7.—Summary of statistics of State institutions for the deaf, 1901-2.

State or Territory.	Volumes in library.	Value of scientific apparatus.	Value of grounds and buildings.	Expenditures.	
				For grounds and buildings.	For salaries and other expenses.
1	2	3	4	5	6
United States.....	103,300	\$17,860	\$12,795,359	\$467,124	\$2,189,677
North Atlantic Division.....	35,861	8,680	4,425,239	210,122	863,241
South Atlantic Division.....	13,573	5,830	1,738,000	62,486	296,719
South Central Division.....	6,900	1,000	1,515,000	133,650	292,540
North Central Division.....	41,726	1,350	4,049,120	56,660	612,795
Western Division.....	5,240	1,000	1,068,000	4,266	124,382
North Atlantic Division:					
Maine.....	600		40,000	2,000	15,500
New Hampshire.....					
Vermont.....					
Massachusetts.....	2,500		165,000		52,945
Rhode Island.....	175		90,000		20,000
Connecticut.....			308,000	10,900	53,100
New York.....	22,343	7,750	2,058,355	15,815	462,409
New Jersey.....	2,800	100	125,000	3,000	34,000
Pennsylvania.....	7,443	830	1,638,884	178,407	225,287
South Atlantic Division:					
Delaware.....					
Maryland.....	4,173	780	290,000	676	36,914
District of Columbia.....	4,550	5,000	700,000	3,000	73,905
Virginia.....	600	50	135,000	20,000	25,000
West Virginia.....	500		150,000	5,000	42,500
North Carolina.....	1,700		266,000	9,000	57,500
South Carolina.....	1,000		90,000	20,000	22,461
Georgia.....	1,000		87,000		27,388
Florida.....	50		20,000	4,810	11,051
South Central Division:					
Kentucky.....	2,300	1,000	150,000	0	60,411
Tennessee.....	1,000		200,000	1,500	36,800
Alabama.....	500		125,000		
Mississippi.....			75,000		32,550
Louisiana.....	300		300,000		24,868
Texas.....	2,800		415,000	52,150	95,985
Arkansas.....			250,000	80,000	41,926
Oklahoma.....					
Indian Territory.....					
North Central Division:					
Ohio.....	3,000		650,000	10,000	100,000
Indiana.....	3,264		493,458	5,914	68,516
Illinois.....	14,500	500	688,000	7,999	116,427
Michigan.....	4,012	500	511,037	11,758	83,422
Wisconsin.....	3,000		120,000	0	40,000
Minnesota.....	2,500		271,625	1,036	52,717
Iowa.....	3,500	350	500,000		
Missouri.....	2,600		275,000	10,728	79,062
North Dakota.....	400		50,000	4,605	16,268
South Dakota.....	350		40,000		
Nebraska.....	1,500		200,000	2,500	35,383
Kansas.....	3,000		250,000	2,000	21,000
Western Division:					
Montana.....	250		55,000		
Wyoming.....					
Colorado.....	650	500	225,000		27,284
New Mexico.....	250		6,000		
Arizona.....					
Utah.....	1,340		210,000	866	24,098
Nevada.....					
Washington.....					
Oregon.....	150		30,000	3,400	14,000
California.....	2,600	500	542,000		59,000

TABLE 8.—Summary of statistics of public and private day schools for the deaf, 1901-2.

PUBLIC DAY SCHOOLS.

State.	Number of institutions.	Instructors.						Pupils.								Expenditures for support.	
		Male.	Female.	Total.	Articulation.	Aural development.	Industrial department.	Male.	Female.	Total.	Taught by combined system.	Taught by purely oral method.	Taught by manual method.	Kindergarten.	Graduates in 1901-2.	Number of schools reporting.	Amount.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Total	49	9	113	122	94	40	47	457	378	835	116	710	9	77	14	28	\$71,032
California	3	1	5	6	2	2	2	25	20	45	0	45	0	14	....	0	.....
Illinois	14	2	23	25	23	18	23	119	72	191	55	136	....	3	....	3	11,806
Indiana	1	1	1	2	1	0	0	7	9	16	16	....	5	....	0	.....
Massachusetts	1	....	16	16	14	0	2	69	66	135	0	135	0	....	12	1	26,296
Michigan	1	2	16	18	14	11	7	49	50	99	0	99	0	21	0	6	5,948
Missouri	1	1	4	5	1	0	0	28	9	37	35	0	2	0	1	0	.....
Ohio	5	1	15	16	12	2	1	63	51	114	9	98	7	19	0	5	15,080
Wisconsin	17	1	33	34	27	7	12	97	101	198	1	197	0	15	1	13	21,902

PRIVATE INSTITUTIONS.

Total	15	16	59	75	51	14	26	202	277	479	222	165	27	82	22	.....	.....
California	1	0	3	3	1	0	1	14	19	33	33	....	....	....	....	....	.....
Illinois	2	0	12	12	10	6	4	22	63	85	31	....	....	30	....	....	.....
Iowa	1	1	0	1	0	0	0	5	10	15	....	....	15	....	....	....	.....
Louisiana	1	2	4	6	2	2	5	22	12	34	23	2	9	16	....	....	.....
Maryland	2	2	6	8	5	....	1	29	36	65	30	35	....	....	5	....	.....
Massachusetts	2	0	10	10	10	....	....	20	32	52	0	52	0	20	3	....	.....
Michigan	1	4	3	7	3	....	3	12	18	30	30	....	....	8	4	....	.....
Missouri	2	0	7	7	5	0	4	16	33	49	37	4	3	0	0	....	.....
New York	1	3	6	9	9	6	0	15	12	27	0	27	0	....	....	....	.....
Ohio	1	....	3	3	3	....	3	10	6	16	12	4	....	....	....	....	.....
Wisconsin	1	4	5	9	3	0	5	37	36	73	26	41	0	8	10	....	.....

TABLE 9. — Statistics of State institutions for the deaf, 1901-2.

Post-office.	Name.	Executive officer.	Instructors.						Pupils.						Volumes in library.	Annual cost per capita.	Value of scientific apparatus.	Value of grounds and buildings.	Expenditures.				
			Male.	Female.	Total.	Articulation.	Aural development.	Industrial department.	Male.	Female.	Total.	Taught by combined system.	Taught by purely oral method.	Taught by manual method.					Kindergarten.	Graduates, 1901-2.	Buildings and improvements.	For support.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
1 Talladega, Ala.....	Alabama School for the Deaf.	J. H. Johnson.....	7	8	15	4	0	4	97	55	152	152	.....	.....	0	.....	500	\$230	.....	\$125,000	.....	.....
2 Little Rock, Ark.....	Arkansas Deaf Mute Institute.	Frank B. Yates.....	8	16	24	4	0	6	127	104	231	10	46	175	11	2	.....	70	.....	250,000	\$8000	\$41,926
3 Berkeley, Cal.....	Institution for the Deaf and Blind.	Warring Wilkinson...	8	5	13	2	0	2	94	65	159	108	0	51	.....	6	2,600	275	\$500	542,000	.....	59,000
4 Colorado Springs, Colo.	Colorado School for Deaf and Blind.	William K. Argo.....	7	10	17	7	0	6	69	44	113	0	58	55	0	2	650	.....	500	225,000	.....	27,284
5 Hartford, Conn.....	The American School at Hartford for the Deaf.	Job Williams.....	5	13	18	8	0	5	121	56	177	139	.....	38	0	9	.....	300	0	300,000	10,900	\$53,100
6 Mystic, Conn.....	Mystic Oral School for the Deaf.	Alice H. Damon.....	0	6	6	5	0	1	12	25	37	0	36	0	7	0	.....	225	0	8,000	.....	.....
7 Washington, D. C....	Columbia Institution for the Deaf and Dumb.	Edward Mmer-Gallaudet, Ph. D., LL. D.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4,550	.....	5,000	700,000	3,000	73,905
8 St. Augustine, Fla...	Gallaudet College.....	James Denison, M. A.	15	5	20	13	4	76	37	113	108	27
9 Cave Spring, Ga.....	The Florida Institute for the Deaf and the Blind.	Wm. B. Hare.....	3	5	8	1	0	4	28	29	57	48	0	10	0	0	50	204	.....	20,000	4,810	11,051
10 Jacksonville, Ill.....	Illinois Institution for the Education of the Deaf and Dumb.	Wesley O. Conner..... Joseph C. Gordon, M. A., Ph. D.	3	5	8	4	4	3	115	101	216	216	.....	92	.....	1,000	.....	.....	500	87,000	.....	27,388
11 Indianapolis, Ind....	Indiana Institution for the Education of the Deaf.	Richard Otto Johnson.	13	20	33	12	.....	4	177	146	323	171	104	.....	48	8	3,364	232	.....	483,458	5,914	68,516
12 Council Bluffs, Iowa	Iowa School for the Deaf.	Henry W. Rothert.....	12	14	26	7	.....	7	152	125	277	.....	107	170	.....	14	3,500	180	350	500,000	.....	500,000
13 Olathe, Kans.....	The Kansas School for the Deaf.	H. C. Hammond.....	6	13	19	5	0	7	132	143	275	275	73	202	10	6	3,000	.....	.....	250,000	2,000	21,000

14	Danville, Ky.....	Kentucky Institution for the Education of Deaf Mutes.	14	19	33	10	1	7	203	163	366	225	141	100	0	7	2,300	178	1,000	150,000	0	60,411
15	Baton Rouge, La....	Louisiana Institution for the Deaf.	5	7	12	4	0	3	69	65	134	0	60	74	.....	300	.....	.....	.....	300,000	.....	24,808
16	Portland, Me.....	Maine School for Deaf.	1	12	13	9	0	5	61	39	100	92	0	8	9	0	600	.....	.....	40,000	2,000	15,500
17	Baltimore, Md.....	Maryland School for Colored Blind and Deaf.	6	3	9	2	2	4	24	20	44	44	.....	8	.....	100	170	.....	.....	35,000	.....	12,000
18	Frederick City, Md.	Maryland School for the Deaf and Dumb.	6	9	15	3	0	5	60	42	102	19	54	29	11	3	4,073	244	780	255,000	676	24,914
19	Beverly, Mass.....	New England Industrial School for Deaf Mutes.	.....	3	3	1	.....	.....	11	16	27	27	.....	.....	3	.....	.....	.....	.....	15,000	.....	4,500
20	Northampton, Mass.	The Clarke School for the Deaf.	1	22	23	17	.....	3	77	69	146	0	146	0	0	0	2,500	300	.....	150,000	.....	48,445
21	Flint, Mich.....	Michigan School for the Deaf.	13	34	47	2	1	9	229	199	428	428	0	163	0	16	4,012	199	500	511,037	11,758	83,422
22	Faribault, Minn....	Minnesota School for the Deaf.	12	15	27	6	0	8	149	119	208	62	.....	206	29	4	2,500	205	.....	271,625	1,096	52,717
23	Jackson, Miss.....	Institution for the Education of the Deaf and Dumb.*	7	8	15	3	1	5	66	67	133	86	47	0	44	.....	.....	.....	.....	75,000	.....	32,550
24	Fulton, Mo.....	Missouri School for the Deaf.	19	19	28	7	.....	10	212	129	341	341	80	261	.....	6	2,600	214	.....	275,000	10,728	79,062
25	Boulder, Mont.....	Montana School for Deaf and Blind.*	5	2	7	1	.....	4	15	14	29	21	8	.....	1	250	300	.....	55,000	.....	.....	.....
26	Omaha, Nebr.....	The Nebraska Institute for the Deaf and Dumb.	7	12	19	6	2	7	103	74	177	52	25	100	.....	6	1,500	117	.....	200,000	2,500	35,383
27	Trenton, N. J.....	New Jersey School for the Deaf.	5	13	18	8	6	7	62	435	99	36	0	25	14	2,800	274	100	.....	125,000	3,000	34,000
28	Santa Fe, N. Mex....	New Mexico Asylum for the Deaf and Dumb.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6,000	.....	.....
29	Albany, N. Y.....	Albany Home School for Oral Instruction of the Deaf.*	7	7	.....	.....	.....	.....	20	14	34	33	32	1	.....	70	.....	.....	.....	.....	.....	9,043
30	Buffalo, N. Y.....	Le Contreux St. Mary's Institution for the Improved Instruction of Deaf Mutes	2	20	22	13	2	6	103	82	185	176	6	.....	44	27	830	282	.....	234,000	2,341	41,094
31	Fordham, N. Y.....	St. Joseph's Institute for the Improved Instruction of Deaf Mutes.	7	45	52	34	0	16	210	200	410	0	410	0	78	13	2,050	280	.....	810,000	6,696	111,218
32	Malone, N. Y.....	Northern New York Institution for Deaf Mutes.*	3	12	15	.....	.....	4	42	36	78	.....	.....	.....	31	0	749	315	250	92,000	.....	24,338
33	New York (904 Lexington ave.), N. Y.	Institution for the Improved Instruction of Deaf Mutes.	7	22	29	22	1	7	112	118	230	0	230	0	32	0	1,200	309	.....	201,355	6,186	63,686
34	New York (station N.), N. Y.	New York Institution for the Instruction of the Deaf and Dumb.	16	27	43	25	2	14	296	186	482	427	85	.....	174	11	8,233	304	5,000	307,500	6,705	116,968
35	Rochester, N. Y....	Western New York Institution for Deaf Mutes.	5	22	27	4	.....	13	100	107	207	0	207	207	87	2	8,600	311	2,500	218,500	387	37,301
36	Rosne, N. Y.....	Central New York Institution for Deaf Mutes.*	8	11	19	1	.....	7	64	65	129	53	.....	.....	.....	.....	.....	.....	.....	135,000	2,537	38,761

a Estimated.

* Statistics of 1900-1901.

47	Providence, R. I.....	Rhode Island Institute for the Deaf.	Laura De L. Richards.	1	9	10	.....	2	34	30	64	.....	64	.....	13	.....	175	.....	90,000	.....	20,000	
48	Cedar Spring, S. C....	South Carolina Institution for the Education of the Deaf and Blind.	Newton F. Walker....	6	6	12	3	3	67	55	122	.....	.....	.....	.....	6	1,000	132	.....	90,000	20,000	23,461
49	Sioux Falls, S. Dak.	South Dakota School for Deaf Mutes.	James Simpson.....	2	3	5	1	0	26	28	54	54	0	0	.....	3	350	.....	40,000	.....	.....	.....
50	Knoxville, Tenn....	Tennessee Deaf and Dumb School.	Thomas L. Moses.....	5	10	15	3	.....	3	133	118	251	60	40	151	.....	1,000	164	.....	200,000	1,500	36,800
51	Austin, Tex.....	Deaf, Dumb, and Blind Asylum for Colored Youth.	S. J. Jenkins.....	0	2	2	0	0	2	32	26	58	58	0	0	.....	0	203	.....	35,000	2,150	12,475
52	.....do.....	State Deaf and Dumb Asylum.	B. F. McNuliz.....	16	18	34	16	0	7	231	159	330	390	0	0	.....	0	2,800	.....	380,000	50,000	83,510
53	Ogden, Utah.....	Utah State School for the Deaf and Dumb.	Frank M. Driggs.....	9	6	15	5	0	8	41	29	70	70	0	0	4	1,340	341	.....	210,000	866	24,098
54	Staunton, Va.....	Virginia School for the Deaf and the Blind.	Wm. A. Bowles.....	7	10	17	2	.....	6	84	76	100	131	25	.....	2	600	194	.....	135,000	20,000	25,000
55	Vanconver, Wash...	State School for Defective Youth.	James Watson.....	3	2	5	1	0	6	42	49	91	91	0	0	1	.....	.....	.....	.....	.....	.....
56	Romney, W. Va.....	West Virginia Schools for the Deaf and the Blind.	Jas. T. Rucker.....	12	9	21	2	7	89	78	167	23	144	6	500	194	150,000	5,000	42,500
57	Delavan, Wis.....	Wisconsin State School for the Deaf.	E. W. Walker.....	11	12	23	14	4	128	86	214	23	108	83	0	3,000	0	120,000	0	40,000

19	Boston, Mass.....	Horace Mann School for the Deaf.	Sarah Fuller.....	16, 16, 14, 0, 2, 69, 66, 135, 0, 135, 0, 12, 1, 130, \$80, 169, 200, 26, 296
20	Bay City, Mich.....	Oral School for the Deaf.	J. A. Stewart.....	1 0 1 1 1 3 2 3 5 0 5
21	Calumet, Mich.....	Calumet Day School for the Deaf. ^a	Miss Gertrude Van Adestine.	1 3 4 1 3 5 3 8
22	Detroit, Mich.....	Detroit Day School for Deaf.....	Elizabeth Van Adestine.	0 7 7 7 2 20 23 43 0 43 12
23	Grand Rapids, Mich.	Grand Rapids Oral Day School for the Deaf.	Olive Newlin.....	3 3 3 3 2 12 10 22 0 22 7 0 40 150 \$25 75 2, 550
24	Menominee, Mich....	Menominee Day School for the Deaf.	Olga M. Gebhart.....	1 1 1 1 1 5 4 9 9 9 1
25	Muskogon, Mich.....	Muskogon Day School for the Deaf.	James H. Cloud.....	1 1 1 0 0 5 5 0 5
26	Saginaw, Mich.....	Gallaudet School.....	Virginia A. Osborn.....	1 4 5 1 0 28 9 37 35 0 2 1
27	St. Louis, Mo.....	Oral School for the Deaf.....	Carrie Fesenbeck.....	1 1 5 1 0 20 13 30 0 33 0 4 0 200 140 150
28	Cincinnati, O.,o.....	Public School for the Deaf.....	Katharine E. Barry.....	1 1 1 5 0 1 5 2 7 7 7
29	Cleveland, Ohio.....	Cleveland Day School for the Deaf.	Nannie C. Kennedy.....	1 7 8 5 0 1 31 30 61 9 52 15 0
30	Dayton, Ohio.....	Dayton School for the Deaf.....	W. R. Comings.....	1 1 1 0 0 3 3 6 0 6 0 0 105
31	Dayton, Ohio.....	Elyria Oral Deaf School.....	Carrie E. Morgan.....	1 1 1 1 1 4 3 7 0 7 0 0 0
32	Elyria, Ohio.....	Appleton Day School for the Deaf.	Blanche E. Argye.....	1 1 1 1 1 4 4 8 8 8 3
33	Appleton, Wis.....	Day School for the Deaf.....	Jennie C. Smith.....	1 5 6 3 3 6 10 16 0 16 0 2
34	Black River Falls, Wis.	East Claire Oral Day School for the Deaf.	Anna Sullivan.....	3 3 2 2 2 5 5 10 0 10 0
35	East Claire, Wis.....	Fondulac Day School for the Deaf.	Eleanor F. Gamble.....	1 1 1 1 0 6 1 7 0 7 0 0 0
36	Fondulac, Wis.....	Green Bay Day School for the Deaf.	Lida J. Kline.....	2 2 2 0 0 3 6 9 0 9 0 0 0 50 150
37	Green Bay, Wis.....	La Crosse Day School for the Deaf.	Etta M. Golden.....	1 1 1 1 0 3 8 11 0 11 0 1 0
38	La Crosse, Wis.....	Marquette Public Day School for Deaf.	Frances Wetstein.....	9 9 9 1 1 24 36 60 0 60 9 1 704 168 325
39	Marquette, Wis.....	Milwaukee Day School for the Deaf.	Elizabeth H. Irish.....	1 1 1 1 1 6 4 10 10 10
40	Milwaukee, Wis.....	Nellsville Day School for the Deaf.	Katharine Grimes.....	1 1 1 1 1 3 2 5 0 5 0 0 0
41	Neillsville, Wis.....	Oshkosh Day School for the Deaf.	Katharine Keating.....	1 1 1 1 1 7 2 9 9 9
42	Oshkosh, Wis.....	Racine Day School for Deaf.....	F. A. Sowell.....	1 1 1 0 0 4 3 7 1 6 0 0 0
43	Racine, Wis.....	Rhinelander Day School for the Deaf.	W. M. Blyton.....	1 1 1 0 0 3 5 8 0 8 0 0 0
44	Rhinelander, Wis....	Sparta Day School for the Deaf.	Miss H. Ray Krebs.....	1 1 1 1 1 4 3 7 0 7 0 0
45	Sparta, Wis.....	Shoebogyan Day School for Deaf.	J. W. Shinnons (city superintendent).	1 1 1 1 1 4 2 6 6 6
46	Shoebogyan, Wis.....	Stevens Point Day School for Deaf.	Karl Madhe.....	1 1 1 1 1 3 3 6 0 6
47	Stevens Point, Wis...	Wausau Day School for Deaf.....	Della C. Page.....	2 2 2 1 7 5 12 12
48	Wausau, Wis.....	Superior Day School for Deaf.....		
49	West Superior, Wis...			

* Statistics of 1900-1901.

a Statistics from the Annals.

TABLE 11.—Statistics of private schools for the deaf, 1901-2.

Post-office.	Name.	Executive officer.	Instructors.						Pupils.						18	19	20	21			
			Male.	Female.	Total.	Articulation.	Aural development.	Industrial department.	Male.	Female.	Total.	Taught by combined system.	Taught by purely oral method.	Taught by manual method.					Kindergarten.	Graduates in 1901-2.	Volumes in library.	Annual cost per capita.	Value of scientific apparatus.	Value of grounds and buildings.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
1	Oakland, Cal.																				
2	Chicago (May street), Ill.	St. Joseph's Home for Deaf Mutes.	Sister H. Valeria	3	3	1	1	1	14	19	33	33									
		Ephapheta School for the Deaf.	Margaret Cosgrove	6	6	4	4	2	0	54	54				12		500				
3	Chicago (Yale avenue), Ill.	The McCowan Oral School for Young Deaf Children.*	Cornelia D. Bingham.	6	6	6	6	2	22	9	31	31			18			\$360			
4	Dubuque, Iowa	Eastern Iowa School for the Deaf.	De Coursey French.	1	0	0	0	5	10	15	15			15							
5	Chinchuba, La.	Deaf-Mute Institution of the Holy Rosary.	Rev. G. Ruppert.	2	4	6	2	5	22	12	34	23	2	9	16						
6	Baltimore, Md.	St. Francis Xavier's School for the Deaf.*	Mother M. Joseph Hartwell.	4	4	1	1	1	6	24	30	30									
7	do	F. Knapp Institute.	Wm. A. Knapp.	2	5	4	4		23	12	35	35							\$2,000		
8	Jamaica Plain, Mass.	Boston School for the Deaf.	Thomas Magennis	5	5	5	5		17	21	38	0	38	0	6						
9	West Medford, Mass.	The Sarah Fuller Home for Little Children Who Can Not Hear.	Eliza L. Clark.	0	5	5	5		3	11	14	0	14	0	14					350	
10	North Detroit, Mich.	Evangelical Lutheran Deaf-Mute Institute.	Rev. H. A. Bentrup.	4	3	7	3	3	12	18	30	30			8		4	875	106	28,000	
11	St. Louis (Cass avenue), Mo.	Mater Consilii	Sister M. Adele.	0	3	3	0	2	0	33	33	24	4								
12	St. Louis (Longwood place), Mo.	St. Joseph's Deaf-Mute Institute	Rev. Mother Agatha.	0	4	4	2	0	2	16	0	16	13	0	3	0	200				
13	New York (42 West 76th street).	The Wright Humason School	{Thos. A. Humason, Ph. D. John D. Wright, M. A.}	3	6	9	6	0	15	12	27	0	27	0							
14	Cincinnati, Ohio	Convent of Notre Dame	Sister Mary of the Sacred Heart.	3	3	3	3	3	10	6	16	12	4								
15	St. Francis, Wis.	St. John's Catholic Deaf-Mute Institute.	Rev. M. M. Gerend.	4	5	9	3	0	5	37	36	73	26	41	0	8	10				

* Statistics of 1900-1901.

TABLE 12.—Summary of statistics of public and private schools for the feeble-minded, 1901-2.

PUBLIC INSTITUTIONS.

State	Number of institutions.	Instructors.					Pupils.					Value of grounds and buildings.	Expenditures.	
		Male.	Female.	Total.	Industrial department.	Assistants caring for inmates.	Male.	Female.	Total.	Kindergarten.	Music.		Buildings and improvements.	For support.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Total.....	20	61	216	277	139	801	6,433	5,646	12,079	983	2,515	\$7,321,893	\$653,147	\$1,657,466
Massachusetts ..	1	6	9	15	6	98	484	312	796	156	91	363,600	7,434	106,242
New York.....	3	1	17	18	22	75	461	859	1,320	120	185	667,733	34,883	148,179
New Jersey.....	2	10	15	25	17	42	181	232	413	95	301	325,000	21,170	76,826
Pennsylvania...	2	5	36	41	18	176	1,105	763	1,868	144	217	1,500,000	46,682	322,721
Kentucky.....	1	0	4	4	2	10	89	57	146	0	0	100,000	.....	30,000
Ohio.....	1	2	29	31	.....	.....	707	482	1,189	.....	292	1,019,304	140,560	170,405
Indiana.....	1	0	17	17	6	33	444	468	912	175	455	475,000	35,000	104,000
Illinois.....	1	1	15	16	7	49	683	572	1,255	.....	117	610,257	106,662	154,853
Michigan.....	1	0	6	6	4	36	261	257	518	35	40	210,000	33,756	75,940
Wisconsin.....	1	4	10	14	6	84	263	251	514	36	82	371,114	158,000	86,619
Minnesota.....	1	2	14	16	6	47	516	399	915	54	235	508,896	55,000	126,911
Iowa.....	1	7	18	25	12	52	602	489	1,091	70	130	356,449	.....	152,027
Nebraska.....	1	2	5	7	4	28	163	135	298	0	30	200,000	3,000	45,000
Kansas.....	1	0	3	3	5	55	120	90	210	26	.....	150,000	9,000	15,826
Washington.....	1	1	1	2	1	4	32	26	58	32	40	27,000	2,000	3,335
California.....	1	20	17	37	23	12	322	254	576	40	300	437,540	.....	39,000

PRIVATE INSTITUTIONS.

Total.....	12	12	50	62	27	90	298	197	495	161	151	\$304,000	\$2,075	\$9,940
Connecticut	1	.....	4	4	.....	14	129	78	207	80	50	125,000	.....	.....
Illinois.....	1	.....	2	2	1	12	25	14	39	8	.....	16,000	1,000	.....
Maryland.....	1	2	2	4	4	4	19	6	25	5	6	20,000	.....	.....
Massachusetts ..	3	5	10	15	8	27	68	23	91	8	19	75,000	.....	.....
Michigan.....	1	3	4	7	7	.....	13	16	29	29	.....	.....	.....	.....
New Jersey.....	3	1	22	23	7	22	24	39	63	17	39	35,000	.....	.....
New York.....	1	1	3	4	.....	3	5	4	9	4	0	8,000	75	3,200
Virginia.....	1	0	3	3	0	8	15	17	32	10	11	25,000	1,000	6,740

TABLE 13.—Statistics of State institutions for the feeble-minded, 1901-2.

Post-office.	Name.	Executive officer.	Instructors.						Pupils.						Expensitures.			
			Total.		Industrial department.		Assistants caring for inmates.		Total.		Female.		Kindergarten.		Music.		Volumes in library.	Value of scientific apparatus.	Value of grounds and buildings.	Buildings and improvements.	For support.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
1 Eldridge, Cal.....	California Home for the Care and Training of Feeble-Minded Children.	Wm. M. Lawlor, M. D.....	20	17	37	23	12	322	254	576	40	300	.....	\$3,000	\$437,540	.....	\$39,000
2 Lincoln, Ill.....	Illinois Asylum for Feeble-Minded Children.	T. H. McLean, M. D.....	1	15	16	7	49	683	572	1,255	.....	117	2,500	2,165	610,257	\$106,662	151,853
3 Fort Wayne, Ind.....	Indiana School for Feeble-Minded Youth.	Alexander Johnson.....	0	17	17	6	33	444	468	912	175	435	40	500	475,000	35,000	104,000	
4 Glenwood, Iowa.....	Iowa Institution for Feeble-Minded Children.	F. M. Powell, M. D.....	7	18	25	12	52	602	489	1,091	70	130	1,200	1,200	356,419	.....	152,027
5 Winfield, Kans.....	Kansas State Asylum for Idiotic and Imbecile Youth.	C. S. Newlon, M. D.....	0	3	3	5	55	120	90	*210	26	.....	.....	1,600	150,000	9,000	15,826
6 Frankfort, Ky.....	Kentucky Institution for Feeble-Minded Children.	C. K. Wallace, M. D.....	0	4	4	2	10	89	57	146	0	0	.....	.....	100,000	.....	30,000
7 Waverley, Mass.....	Massachusetts School for the Feeble-Minded.	Walter E. Fernald.....	6	9	15	6	98	484	312	796	156	91	950	200	363,000	7,431	106,242	
8 Lapeer, Mich.....	Michigan Home for the Feeble-Minded and Epileptic.	W. A. Polglase, M. D.....	0	6	6	4	36	261	257	518	35	40	150	200	210,000	33,756	75,940	
9 Faribault, Minn.....	Minnesota School for Feeble-Minded Youth.	Arthur C. Rogers, M. D.....	2	14	16	6	47	516	399	915	51	235	642	3,736	508,896	55,000	126,491	
10 Beatrice, Nebr.....	Nebraska Institute for Feeble-Minded Youth.	A. Johnson, M. D.....	2	5	7	4	28	163	137	238	0	30	230	1,000	200,000	3,000	45,000	
11 Vineland, N. J.....	New Jersey State Institution for Feeble-Minded Women.	Dr. Mary J. Dunlap.....	0	2	2	3	7	0	14	140	40	126	300	2,000	75,000	14,000	20,000	
12 .....do.....	New Jersey Training School for Feeble-Minded Girls and Boys.	Prof. E. K. Johnstone.....	10	13	23	14	35	181	95	275	55	175	800	1,200	250,000	7,170	56,828	
13 Newark, N. Y.....	New York State Custodial Asylum for Feeble-Minded Women.	C. W. Winspear.....	0	1	1	3	28	0	497	497	0	25	170	443	241,125	34,397	55,296	
14 New York City, N. Y.....	School for Feeble-Minded Children.	M. C. Dunphy.....	0	3	3	9	9	140	71	211	45	120	.....	.....	.....	.....	.....
15 Syracuse, N. Y.....	Syracuse State Institution for Feeble-Minded Children.	James C. Carson, M. D.....	1	13	14	10	38	321	291	612	75	40	.....	.....	423,978	486	92,883
16 Columbus, Ohio.....	Ohio Institution for the Education of Feeble-Minded Youth.	Dr. G. A. Doran.....	2	29	31	.....	.....	707	482	1,189	.....	232	3,146	.....	1,016,304	140,560	170,405
17 Elwyn, Pa.....	Pennsylvania Training School for Feeble-Minded Children.	Marlin W. Barr, M. D.....	3	23	26	14	135	633	413	1,046	64	117	1,200	.....	750,000	44,725	174,856
18 Polk, Pa.....	State Institution for Feeble-Minded of Western Pennsylvania.	J. M. Murdock, M. D.....	2	13	15	4	41	472	350	822	80	100	1,000	2,000	750,000	1,457	147,805	
19 Vancouver, Wash.....	State School for Defective Youth.	James Watson.....	1	4	5	1	4	32	26	58	32	40	.....	.....	27,000	2,000	3,235
20 Chippewa Falls, Wis.....	Wisconsin Home for Feeble-Minded Youth.	Alfred W. Wilmarth, M. D.....	4	10	14	6	84	263	251	514	35	82	277	1,250	371,114	158,000	86,619	

* Statistics of 1900-1901.

TABLE 14.—Statistics of private schools for the feeble-minded, 1901-2.

Post-office.	Name.	Executive officer.	Instructors.				Pupils.				Value of scientific apparatus.				Value of grounds and buildings.		Expenditures.	
			Male.	Female.	Total.	Industrial department.	Assistants caring for inmates.	Male.	Female.	Total.	Kindergarten.	Music.	14	15	16	17	18	
1	Lakeville, Conn.	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
2	Godfrey, Ill.	George W. Knight, M. D. Wm. H. C. Smith, M. D.	4	4	4	1	14	129	78	207	80	50	600	\$125,000				
3	Ellicott City, Md.	Saml. J. Fort, M. D.	2	2	4	4	4	19	6	25	5	6	200	450	20,000	\$1,000		
4	Amherst, Mass.	Mrs. W. D. Herrick	1	3	4	2	1	7	5	12	1							
5	Barre, Mass.	Dr. George A. Brown.	3	5	8	1	25	89	15	74	4	16			75,000			
6	Fayetteville, Mass.	Mrs. M. A. F. D. Green.	1	2	3	5	1	2	3	5	4	2						
7	Kalamazoo, Mich.	C. T. Wilbur, M. D.	3	4	7	7	13	16	29	29	29							
8	Cranbury, N. J.	Rev. C. T. Garrison	1	2	3	2	2	5	9	14								
9	Haddonfield, N. J.	Margaret Bancroft and Jean W. Cox.	9	9	2	2	12	11	12	23	6	23	1,000	500	35,000			
10	Orange, N. J.	Elsie M. Seguin	11	11	3	8	8	8	18	26	11	16						
11	East Goldenham, N. Y.	Nathaniel R. Brewster	1	3	4	3	3	5	4	9	4	0			8,000	75	\$9,200	
12	Falls Church, Va.	Miss Mattie Gundry	0	3	3	0	8	15	17	32	10	11	115	600	25,000	1,030	6,740	

* Statistics of 1900-1901.

TABLE 15.—Branches of manual training taught in schools for the deaf.

Name of institution.	Branches of instruction.	Number of instructors.	Number of pupils.		
			Male.	Female.	Total.
Alabama School for the Deaf, Talladega, Ala.	In industrial training		54	30	84
	Sewing	1		30	30
	Carpentry	1	18		18
	Printing	1	18		18
	Shoemaking	1	18		18
Arkansas Deaf-Mute Institute, Little Rock, Ark.	In industrial training		98	96	194
	Free-hand drawing	1	19	25	44
	Sewing	1		42	42
	Carpentry	1	26		26
	Wood turning	1	3		3
	Carving	1	6		6
	Tailoring	1	16	11	27
	Embroidering	1		3	3
	Farm or garden work	1	15		15
	Printing	1	11		11
Institution for the Deaf and the Blind, Berkeley, Cal.	In industrial training		35	60	95
	Free-hand drawing	1	10	8	18
	Mechanical drawing		5		5
	Sewing	3		60	60
	Carpentry	1	17		17
Colorado School for Deaf and Blind, Colorado Springs, Colo.	Farm or garden work	3	35		35
	Printing	1	13		13
	In industrial training		31	55	86
	Free-hand drawing	1	20	20	40
	Sewing	1		41	41
The American School for the Deaf, Hartford, Conn.	Cooking	1		14	14
	Carpentry	1	9		9
	Broom and mattress making	1	5		5
	Shoemaking	1	7		7
	Printing	1	10		10
	In industrial training		67	38	105
	Free-hand drawing	1	37	31	68
	Sewing	1		38	38
	Cooking	1		5	5
	Sloyd or knife work	1	30		30
Mystic Oral School for the Deaf, Mystic, Conn.	Cabinetmaking	1	30		30
	In industrial training		10	20	30
	Free-hand drawing	1	9	21	30
	Sewing	1		21	21
	Sloyd or knife work	1	7		7
The Kendall School for Deaf, Washington, D. C.	Carving	1	3		3
	In industrial training		17	17	34
	Free-hand drawing	1	5	6	11
	Mechanical drawing	1	1		1
	Sewing			17	17
	Carpentry	1	12		12
	Wood turning	1	12		12
The Florida Institute for the Deaf and Blind, St. Augustine, Fla.	Carving	1	2		2
	In industrial training		15	9	24
	Sewing	1		9	9
	Carpentry	1	8		8
	Farm or garden work	1	12		12
Georgia School for the Deaf, Cave Spring, Ga.	In industrial training		115	101	216
	.....do.....		134	39	173
Illinois Institution for Deaf and Dumb, Jacksonville, Ill.	Free-hand drawing	2	119	99	218
	Sewing	1		70	70
	Cooking	1		39	39
	Sloyd or knife work	1	59		59
	Carpentry	1	28		28
	Farm or garden work	1	12		12
	Printing	1	37		37
	Painting	1	12		12
	Baking	1	28		28
	In industrial training		177	146	323
Indiana Institution for the Deaf, Indianapolis, Ind.	Sewing		5	92	92
	Cooking		5		5
	Carpentry		26		26
	Wood turning		15		15
	Shoemaking		21		21
	Harness making		2		2
	Farm or garden work		8		8
	Printing		20		20
	Baking		2		2
	Electricity		1		1

TABLE 15.—Branches of manual training taught in schools for the deaf—Continued.

Name of institution.	Branches of instruction.	Number of instructors.	Number of pupils.		
			Male.	Female.	Total.
Iowa School for the Deaf, Council Bluffs, Iowa.	In industrial training	1	80	106	186
	Sewing	1		31	31
	Cooking	1		57	57
	Sloyd or knife work	1	15		15
	Carpentry	1	17		17
	Farm or garden work	1	8		8
	Printing	1	17		17
Kansas School for the Deaf, Olathe, Kans.	In industrial training	1	60	90	150
	Free-hand drawing	1	30	50	80
	Clay modeling	1	50	30	80
	Sewing	1		90	90
	Cooking	1		35	35
	Carpentry	1	25		25
	Baking	1	12		12
	Farm or garden work	1	25		25
	Printing	1	15		15
	Kentucky Institution for Deaf-Mutes, Danville, Ky.	In industrial training	1	80	56	136
Sewing		2		56	56
Carpentry		1	14		14
Farm or garden work		1	10		10
Louisiana Institution for the Deaf, Baton Rouge, La.	In industrial training	1	25	24	49
	Sewing	1		24	24
	Carpentry	1	15		15
	Shoemaking	1	6		6
Maine School for Deaf, Portland, Me.	Mechanical drawing	1	24		24
	Sewing	3		34	34
	Cooking	1		16	16
	Carpentry	1	24		24
	Wood turning	1	12		12
	Carving	1	8		8
	Printing	1	3		3
	Painting	1	6		6
	In industrial training	1	24	20	44
	Sewing	1		20	20
Maryland School for Colored Blind and Deaf, Baltimore, Md.	Cooking	1		12	12
	In industrial training	1	36	26	62
	Free-hand drawing	1	54	35	89
	Paper cutting and folding	1	5	6	11
	Sewing	1		26	26
	Cooking	1		10	10
	Carpentry	1	9		9
	Wood turning	1	4		4
	Carving	1	9		9
	Shoemaking	1	18		18
Maryland School for Deaf and Dumb, Frederick, Md.	Dressmaking	1		7	7
	Machine sewing	1		6	6
	Chair caning	1	6		6
	Printing	1	9		9
	Glazing	1	9		9
	In industrial training	1	49	50	99
	Free-hand drawing	2	50	49	99
	Mechanical drawing	1	24		24
	Clay modeling	1	9	6	15
	Paper cutting and folding	4	28	19	47
The Clarke School for the Deaf, Northampton, Mass.	Sewing	2		50	50
	Sloyd or knife work	1	36		36
	Carpentry	1	19		19
	Carving	1	19	28	47
	In industrial training	1	116	104	220
	Free-hand drawing	2	120	117	237
	Mechanical drawing	6	38	34	72
	Clay modeling	1	29	24	53
	Paper cutting and folding	1	29	24	53
	Sewing	3		104	104
Michigan School for the Deaf, Flint, Mich.	Cooking	1		12	12
	Carpentry	1	26		26
	Carving	2	31	12	43
	Shoemaking	1	37		37
	Harness making	1	8		8
	Baking	2	8	12	20
	Printing	1	18		18
	Painting	1	16		16
	Tailoring	1	24		24

TABLE 15.—Branches of manual training taught in schools for the deaf—Continued.

Name of institution.	Branches of instruction.	Number of in- structors.	Number of pupils.			
			Male.	Female.	Total.	
Minnesota School for the Deaf, Fair- bault, Minn.	In industrial training	93	80		173	
	Free-hand drawing	23	25		51	
	Mechanical drawing	5			5	
	Sewing	25	95		120	
	Cooking	1	33		33	
	Sloyd or knife work	25			25	
	Carpentry	32			32	
	Wood turning	4			4	
	Carving	4			4	
	Glazing	6			6	
	Pattern making	1			1	
	Printing	17			17	
	Painting	7			7	
	Baking	5			5	
	Missouri School for the Deaf, Ful- ton, Mo.	In industrial training	172	126		298
		Free-hand drawing	1	70	55	125
		Fancy needlework	1		6	6
Sewing		1		29	29	
Carpentry		1	59		59	
Blacksmithing		1	9		9	
Shoemaking		1	32		32	
Tailoring		1	43		43	
Cutting and fitting		1		91	91	
Printing		1	17		17	
Bakery		1	3		3	
Barbering		1	7		7	
Nebraska Institute for the Deaf and Dumb, Omaha, Nebr.		In industrial training	77	55		132
		Free-hand drawing	1	5	41	96
		Mechanical drawing	1	5		5
		Sewing	2		55	55
		Carpentry	1	11		11
	Wood turning	1	8		8	
	Shoemaking	1	9		9	
	Farm or garden work	1	14		14	
	Printing	1	23		23	
	Painting	1	2		2	
	Laundering	1		42	42	
	New Jersey School for the Deaf, Trenton, N. J.	In industrial training	54	42		96
		Free-hand drawing	1	6	6	12
		Mechanical drawing	1	22	2	24
		Paper cutting and folding	1	14	10	24
		Sewing	3		42	42
		Cooking	1		6	6
Sloyd or knife work		1	7	6	13	
Wood turning		1	5		5	
Carpentry		1	22		22	
Carving		1	3		3	
Printing		1	16		16	
Painting		1	2		2	
Shoemaking		1	13		13	
Embroidery		1		8	8	
Millinery		1		8	8	
Le Couteux St. Mary's Institution for the Deaf, Buffalo, N. Y.		In industrial training	40	50		90
		Free-hand drawing	1	40	35	75
	Mechanical drawing	1	3		3	
	Clay modeling	2	27	17	44	
	Paper cutting and folding	2	27	17	44	
	Sewing	2	22	50	72	
	Cooking	1		16	16	
	Sloyd or knife work	1	15	1	16	
	Tailoring	1	15		15	
	Shoemaking	1	2		2	
	St. Joseph's Institute for Deaf Mutes, New York, N. Y.	In industrial training	84	126		210
		Free-hand drawing	1	96	125	221
		Clay modeling	1		10	10
		Paper cutting and folding	3		50	50
		Sewing	4	10	125	135
		Cooking	2		16	16
		Carpentry	1	12		12
Tailoring		1	12		12	
Dressmaking		2	40		40	
Shoemaking		1	15		15	
Floriculture		1	20		20	
Farm or garden work		1	5		5	
Printing		1	40		40	

TABLE 15.—Branches of manual training taught in schools for the deaf—Continued.

Name of institution.	Branches of instruction.	Number of in-structors.	Number of pupils.			
			Male.	Female.	Total.	
Institution for the Improved Instruction of Deaf Mutes, New York, N. Y.	In industrial training	1	80	50	130	
	Mechanical drawing	1	49	35	84	
	Paper cutting and folding	3	20	16	35	
	Sewing	3	50	50	100	
	Cooking	1	25	25	50	
	Sloyd or knife work	1	30	30	60	
	Carpentry	3	30	30	60	
	Wood turning	1	30	30	60	
	Painting	1	2	2	4	
	Barbering	1	4	4	8	
	New York Institution for the Instruction of the Deaf and Dumb.	In industrial training	1	101	89	190
		Mechanical drawing	1	2	2	4
Sewing		1	9	9	18	
Cooking		1	12	43	55	
Carpentry		3	33	33	66	
Dressmaking		3	16	16	32	
Shirtmaking		1	19	19	38	
Horticulture		1	19	19	38	
Printing		3	29	29	58	
Painting		1	2	2	4	
Tailoring		1	4	4	8	
Western New York Institution for Deaf Mutes, Rochester, N. Y.		In industrial training	2	56	64	120
	Free-hand drawing	2	92	100	192	
	Mechanical drawing	2	79	86	165	
	Clay modeling	3	92	100	192	
	Paper cutting and folding	3	22	21	43	
	Sewing	2	20	93	113	
	Cooking	1	35	35	70	
	Sloyd or knife work	1	20	25	45	
	Carpentry	1	17	17	34	
	Carving	1	52	61	113	
	Farm or garden work	1	6	6	12	
	Printing	1	21	21	42	
North Carolina School for Deaf and Dumb, Morganton, N. C.	In industrial training	1	11	11	22	
	Design	2	77	84	161	
	In industrial training	2	63	60	123	
	Clay modeling	2	9	11	20	
	Sewing	1	60	60	120	
	Cooking	1	56	56	112	
	Carpentry	1	13	13	26	
	Wood turning	1	5	5	10	
	Farm or garden work	1	30	30	60	
	Printing	1	9	9	18	
	Shoemaking	1	11	11	22	
	North Carolina Institute for Deaf, Dumb, and Blind, Raleigh, N. C.	In industrial training	1	30	20	50
Paper cutting and folding		1	11	4	15	
Sewing		1	27	27	54	
Cooking		1	22	22	44	
Carpentry		1	10	10	20	
Shoemaking		1	10	10	20	
Painting		1	3	3	6	
Deaf and Dumb Asylum of North Dakota, Devils Lake, N. Dak.		In industrial training	1	16	20	36
		Sewing	1	20	20	40
		Carpentry	1	6	6	12
		Printing	1	10	10	20
		Ohio Institution for the Deaf and Dumb, Columbus, Ohio.	In industrial training	34	324	278	602
	Free-hand drawing		1	6	8	14
	Clay modeling		1	60	60	120
	Paper cutting and folding		10	16	110	126
	Sewing		4	30	30	60
	Carpentry		1	4	4	8
	Wood turning		1	12	12	24
	Carving		1	30	30	60
Printing	1		8	8	16	
Painting	1		5	5	10	
Baking	1		1	1	2	
Floriculture	1		2	2	4	
Oregon School for Deaf-Mutes, Salem, Oreg.	Electricity	1	28	21	49	
	In industrial training	1	21	21	42	
	Sewing	1	21	21	42	
	Carpentry	1	7	7	14	
	Printing	1	48	50	98	
	Western Pennsylvania Institution for the Deaf and Dumb, Edgewood Park, Pa.	In industrial training	2	50	50	100
		Sewing	1	23	23	46
		Carpentry	1	13	13	26
		Printing	1	12	12	24
		Shoemaking	1	12	12	24

TABLE 15.—Branches of manual training taught in schools for the deaf—Continued.

Name of institution.	Branches of instruction.	Number of in- structors.	Number of pupils.		
			Male.	Female.	Total.
Home for the Training of Deaf Children before they are of School Age, Philadelphia, Pa.	In industrial training	.....	15	12	27
	Free-hand drawing	..... 1	15	12	27
	Mechanical drawing	..... 1	9	7	16
	Clay modeling	..... 1	15	12	27
	Sloyd or knife work	..... 1	9	7	16
	Carpentry	..... 1	9	7	16
	Carving	..... 1	9	7	16
The Pennsylvania Institution for the Deaf and Dumb, Mount Airy, Pa.	In industrial training	.....	260	200	460
	Mechanical drawing	..... 1	100	92	192
	Paper cutting and folding	..... 5	30	20	50
	Sewing	..... 4	.....	200	200
	Cooking	..... 1	.....	24	24
	Carpentry	..... 1	48	.....	48
	Tailoring	..... 1	45	.....	45
	Shoemaking	..... 2	53	.....	53
	Printing	..... 1	36	.....	36
	Baking	..... 1	6	.....	6
	Bricklaying	..... 1	8	.....	8
	Stone laying	..... 1	10	.....	10
	Painting	..... 1	14	.....	14
	Plastering	..... 1	10	.....	10
	General housework	.....	.....	200	200
Pennsylvania Oral School for the Deaf, Scranton, Pa.	In industrial training	.....	12	26	38
	Sewing	..... 1	.....	26	26
	Sloyd or knife work	..... 1	8	12	20
	Shoemaking	..... 1	12	.....	12
The Rhode Island Institution for the Deaf, Providence, R. I.	In industrial training	.....	31	30	61
	.....do	.....	.....	.....	.....
South Carolina Institution for the Deaf, Cedar Spring, S. C.	.....do	.....	67	55	122
	.....do	.....	.....	.....	.....
South Dakota School for Deaf-Mutes, Tennessee Deaf and Dumb School, Knoxville, Tenn.	.....do	.....	13	14	27
	.....do	.....	75	50	125
	Free-hand drawing	..... 5	60	40	100
	Sewing	..... 1	.....	50	50
	Carpentry	..... 1	15	.....	15
	Wood turning	..... 1	5	.....	5
	Farm or garden work	..... 1	18	.....	18
	Printing	..... 1	14	.....	14
	Shoemaking	..... 1	24	.....	24
	In industrial training	.....	24	26	50
Deaf, Dumb and Blind Asylum for Colored Youths, Austin, Tex.	Sewing	..... 1	.....	26	26
	Cooking	..... 1	.....	4	4
	Shoemaking	..... 1	24	.....	24
	In industrial training	.....	25	26	51
Utah State School for the Deaf and Dumb, Ogden, Utah.	Free-hand drawing	..... 1	30	24	54
	Mechanical drawing	..... 1	8	.....	8
	Paper cutting and folding	..... 1	10	6	16
	Sewing	..... 1	.....	16	16
	Cooking	..... 1	.....	8	8
	Carpentry	..... 1	8	.....	8
	Wood turning	..... 1	5	.....	5
	Carving	..... 1	4	.....	4
	Dressmaking	..... 1	.....	9	9
	Embroidering	..... 1	.....	14	14
	Printing	..... 1	6	.....	6
	Painting	..... 1	5	.....	5
	Shoemaking	..... 1	8	.....	8
	Blacksmithing	..... 1	2	.....	2
	Barbering	..... 1	2	.....	2
	Cane seating	..... 1	2	.....	2
	Virginia School for the Deaf and Blind, Staunton, Va.	In industrial training	84	76	160
Sewing		..... 2	.....	76	76
Cooking		..... 1	.....	14	14
Carpentry		..... 1	32	.....	32
Printing		..... 1	20	.....	20
Shoemaking		..... 1	28	.....	28
In industrial training		.....	20	36	56
State School for Defective Youth, Vancouver, Wash.	Sewing	..... 1	.....	33	33
	Cooking	..... 2	.....	19	19
	Carpentry	..... 1	7	.....	7
	Farm or garden work	..... 1	14	.....	14
	Printing	..... 1	5	.....	5
	Painting	..... 1	4	.....	4
	Shoemaking	..... 1	5	.....	5
	Laundrying	..... 1	24	.....	24

TABLE 15.—*Branches of manual training taught in schools for the deaf—Continued.*

Name of institution.	Branches of instruction.	Number of in-structors.	Number of pupils.		
			Male.	Female.	Total.
West Virginia Schools for the Deaf and Blind, Romney, W. Va.	In industrial training	1	52	50	102
	Sewing	1	.....	50	50
	Carpentry	1	7	.....	7
	Printing	2	9	.....	9
Wisconsin State School for the Deaf, Delavan, Wis.	In industrial training	1	108	71	179
	Free hand drawing	1	45	55	100
	Mechanical drawing	1	60	.....	60
	Clay modeling	1	10	10	20
	Paper cutting and folding	1	12	13	25
	Sewing	1	.....	75	75
	Cooking	1	.....	17	17
	Sloyd or knife work	1	28	.....	28
	Carpentry	1	18	.....	18
	Wood turning	1	29	.....	29
	Carving	1	8	.....	8
	Pattern making	1	12	.....	12
	Forging	1	7	.....	7
	Molding (metal)	4	12	.....	12

CHAPTER XLVI.

REPORT OF COMMITTEE ON STATISTICS OF DEFECTIVE SIGHT AND HEARING OF PUBLIC SCHOOL CHILDREN.

[This report has been furnished the Bureau for publication through the courtesy of Alexander Graham Bell, president of the department of special education of the National Educational Association.

That department of the association was originally known as the "department for the deaf, blind, and feeble-minded." This name, however, did not prove acceptable, and at the Minneapolis meeting of the association in 1902 a platform was adopted giving the department its present name. Its object was stated to be "to bring persons engaged in the education of children requiring special methods of instruction into contact and affiliation with teachers in general for the interchange of ideas for mutual benefit." It was designed to discontinue at the department meetings the presentation of technical papers, such as would be addressed to special teachers at their own conventions, and admit only such nontechnical ones as would promote an interchange of ideas between special and general teachers. In his opening address Doctor Bell called particular attention to one common ground of meeting for the two classes of teachers:

"There is one special point on which we can all come together. A large number of pupils are in the public schools who have defective sight or hearing, or are backward. The number having defective hearing probably outnumbers the total deaf-mute population. These pupils are not deaf enough for special schools. What is done with them, or for them? They are drifting along in the public schools, and teachers do not know what to do with them. Now can not we, who teach the totally deaf, give you information who are teaching the partially deaf? And the teachers of the blind and of the feeble-minded, can they not help teachers who have children in their schools who are partially blind, or who are backward? This department should give special attention to these pupils.

"The basal idea of this department is the interchanging of ideas between specialists and ordinary teachers. So when we listen we want men, not specialists like ourselves, but some great, broad men to come to look down upon our little fields."

Dr. Wm. T. Harris continued the discussion as follows:

"It seems to me that this meeting will be considered an epoch, not only to the teachers of the deaf, of the blind, and of the feeble-minded, but to teachers of all other classes of children. I approve heartily of Doctor Bell's plan by which mutual benefit will result to special and general teachers alike. The special teacher focuses his mind on particular difficulties and defects; then invents methods and devices by which the defects are removed; then he writes out his ideas relating to these devices, and general teachers learn from his experience what is valuable for their own uses.

"There are various obstacles over which we must lift our pupils; if they are not attended to, the children become morose and disheartened. What a stream of reforms we may expect to come in the way of new methods of special education through the meetings of this department. A single visit to a school for the feeble-minded in Lincoln, Ill., that I once made was worth far more to me than what I had gained from a long study of normal children. The will power is a necessary factor in developing the intellect, and the feeble-minded child is especially lacking in will power. He is trained upon the line of his defect. To gain a strong will is the first step; this taken, other steps may be followed.

"The German poet gives answer to the query, what makes life worth living? 'Life is worth living if you can only do something by which you make others better.' The members of this body, by specializing, will systematize the matter of lifting defective children over the threshold of difficulty. Then by describing their methods to teachers of other schools they increase many fold the great benefits they confer."]

BOSTON, MASS., July 10, 1903.

To the President of the Department of Special Education of the National Educational Association.

DEAR SIR: Your committee have experienced considerable difficulty in collecting statistics concerning the number and percentage of pupils in public schools who have defective sight or hearing, retarding their progress in school.

Through the courtesy of the Hon. William T. Harris, a special circular of inquiry

was sent out by the United States Bureau of Education to the superintendents of schools in cities having more than 25,000 inhabitants.

The circular was sent to 160 city superintendents, 78 answers were received, and only in 19 cases were any statistics reported. Unfortunately there were only about half a dozen cases in which the figures were so arranged as to be capable of combination into a table.

From the returns received by the Bureau of Education your committee have compiled the statistics shown in the appendix. Table I relates to defective vision: Total pupils examined, 34,426; defective in sight, 4,603 or 13.4 per cent. Table II relates to defective hearing: Total pupils examined; 57,072; defective in hearing, 2,067, or 3.6 per cent. In these tables minor defects have been ignored and only marked cases included.

These results indicate that large numbers of children in the public schools are handicapped in their progress through school by defective sight or hearing; and they suggest the importance of urging upon all superintendents of schools the advisability of testing the powers of sight and hearing possessed by their pupils, and of publishing the results.

Your committee suggests that the department of special education should appoint a committee to examine and report upon the various means employed to test sight and hearing in the public schools and to collect comparative statistics concerning the results.

Your committee desire to express their great indebtedness to the United States Bureau of Education for so readily cooperating with them in their labors, and would suggest the propriety of asking the Bureau of Education to continue the collection of statistics of this character.

Respectfully submitted.

F. W. BOOTH, *Committee.*

Per A. G. B.

APPENDIX.

TABLE I.

City.	Pupils examined.	Pupils having marked defective vision.		Remarks.
		Number.	Per cent.	
Bayonne, N. J.	4,610	353	7.7	Note 1.
Jersey City, N. J.	1,100	197	17.9	Note 2.
Pawtucket, R. I.	4,663	517	11.1	Note 3.
Utica, N. Y. (1897)	6,113	667	10.9	Note 4.
Utica, N. Y. (1898)	5,987	588	9.8	Note 5.
Worcester, Mass.	11,953	2,281	19.1	Note 6.
Total	34,426	4,603	13.4	

TABLE II.

City.	Pupils examined.	Pupils having marked defective hearing.		Remarks.
		Number.	Per cent.	
Bayonne, N. J.	4,610	115	2.5	Note 1.
Chicago, Ill.	6,729	437	6.5	Note 7.
Cleveland, Ohio.	17,017	342	2.0	Note 8.
Pawtucket, R. I.	4,663	200	4.3	Note 3.
Utica, N. Y. (1897)	6,113	406	6.6	Note 4.
Utica, N. Y. (1898)	5,987	254	4.2	Note 5.
Worcester, Mass.	11,953	313	2.6	Note 6.
Total	57,072	2,067	3.6	

NOTES.

1. *Bayonne, N. J.*—Superintendent Christie reported 4,610 pupils examined; total number defective, 618; number with defective eyesight, 353; defective hearing 115; other physical defects, 175.

2. *Jersey City, N. J.*—Superintendent Snyder submitted a report by Dr. Wallace Pyle, oculist, concerning the results of the eye examinations of the children of the grammar departments of public schools Nos. 1, 2, 15, 20, and 22.

Number of pupils examined 1,100 (girls, 542; boys, 558). Ages ranged from 9 to 16 years.

Cases astigmatism, 116 (girls, 56; boys, 60); defective distant vision, 251 (girls, 119; boys, 132); defective near vision, 33 (girls, 15; boys, 18); number wearing glasses, 23 (girls, 14; boys, 9); cases of cross-eye, 19 (girls, 11; boys, 8); inflammation of eyes, 51 (girls, 23; boys, 28); trachoma, 13 (girls, 4; boys 9).

Number of cases having marked defective vision, and whose parents were notified of the existing defect, 197 (girls, 99; boys, 98).

3. *Pawtucket, R. I.*—Superintendent Hervey reported that during school year 1900-1901 the teachers tested 4,663 children and found 517 children who had one-half or less than one-half of normal vision in one or both eyes, and that 200 had marked defects in hearing; also that a large number of children had adenoid growths.

4. *Utica, N. Y.*—Extract from 1897 report of Superintendent Griffith:

During the spring of 1896 tests were made of the sight and hearing of all the children in the public schools. These tests were made by the teachers after instruction by a specialist. Snellen's test cards were used for testing the sight, and an ordinary watch for testing the hearing. A summary of the conditions revealed by the test is as follows:

Whole number examined.....	6, 113
20-60 or lower	667
20-10 or higher	23
20-40.....	890
20-40 to 20-60.....	48
Astigmatism	1, 187
Astigmatism combined with headache.....	562
Color-blindness (nearly all to red).....	134
In the ear test, those who could hear less than one-third the average distance for the class.....	406
Those one-half to one-third this distance.....	399

Counting both tests, there were 1,202 different pupils extremely defective, and 965 others who seemed to be quite defective, enough so to need examination by a specialist. Thus we found about 35 per cent defective in sight or hearing or both. This condition, while not differing much from results reported from other places, demanded prompt attention.

The school authorities immediately did two things looking toward a remedy or amelioration of this serious condition. First, all pupils who were nearsighted or hard of hearing were given the seats in school most favorable for seeing and hearing, and all pupils were given special instruction with regard to care and use of eyes and ears. Secondly, notices were sent or given to parents of all children found to be thus defective, calling their attention to what it was believed had been discovered, and advising that a physician or oculist be consulted at once.

Our tests revealed many sad and critical cases, which were remediable because discovered at this stage of development. Many parents could not strongly enough express their gratitude to the teachers. Many children consulted specialists and were successfully treated. Cases of what had been considered dullness or willful inattention on the part of pupils were shown to have been due to inability to see or hear.

5. *Utica, N. Y.*—Extract from 1898 report of Superintendent Griffith:

SECOND TEST OF EYES AND EARS OF PUPILS.

During the spring of 1896, all the pupils in the public schools were tested by the teachers for defects in sight and hearing. The results of that test were published in the annual report for 1897. This fall a similar test has been made of all pupils

above the first grade. The following table, taken from advanced reports, condenses the main results shown. Further study of the records will doubtless reveal other features worthy of careful attention.

Whole number examined	5,987
20-60 or lower	588
20-10 or higher	9
20-40	833
20-40 to 20-60	45
Frequent headache	587
Color blindness	32
Number somewhat defective	1,038
Per cent	17
Number seriously defective	778
Per cent	13
Total defectives	1,816
Per cent	30

In the ear test those who could hear less than one-third the average distance for the class, 254.

Those one-half to one-third this distance, 276.

By the test of 1896 there were found 2,167 pupils, 35 per cent, defective. The difference in the percentage of defectives is not great, and may be accounted for by improved conditions, by a more frequent use of glasses by the pupils, by better care of the eyes and ears, by the difference in the grades tested, or by the margin of errors incident to such work when not done by trained experts. This much, however, is evident—there are far too many children trying to do school work handicapped by imperfect vision or hearing.

Notices, setting forth what the tests discovered, have been sent to all parents whose children were found defective in either sight or hearing. Attention will be given in the schools to see that such children are given the most favorable seats. Other uses to be made of the results of the tests are yet to be decided upon.

It is distinctly asserted that we do not claim for these tests the accuracy of a specialist. The teachers were all instructed how to take them, and they did the work with such care and skill as was possible to them. It is confidently believed that the tests were sufficiently accurate for all the uses we have made of them or propose to make of them.

Thanks are due to the teachers who have, at considerable expense of time and strength, performed this extra work for what is believed to be the children's good.

6. *Worcester, Mass.*—Extracts from "Report of the Tests of the Vision and Hearing of the School Children of Worcester," by G. E. Partridge.

The report includes returns from all the school buildings in the city, with the exception of two, having a total of 493 children. * * * Deducting these cases from the total population of the grades (II to IX) leaves 11,953 pupils. Of these 2,281, or 19 per cent of the number examined, were found to have defective eyesight.

TABLE I.—Number of cases of defective eyesight in each grade.

Grade.	Boys.			Girls.		
	Number examined.	Number defective.	Per cent.	Number examined.	Number defective.	Per cent.
IX	376	44	11.7	417	84	20.1
VIII	511	81	14.9	533	138	25.8
VII	593	84	14.4	609	145	23.8
VI	783	123	15.7	772	152	19.6
V	859	131	14.8	804	181	22.5
IV	888	192	21.6	817	249	30.4
III	1,017	168	16.5	880	188	21.3
II	1,098	159	14.8	982	162	16.4
Total	6,139	982	15.9	5,814	1,299	22.3

TESTS OF HEARING.

Hearing was tested with the conversational tone. One hundred and seventy boys and 143 girls (2.9 and 2.3 per cent, respectively, of all the pupils examined) were reported as defective. These numbers include also a few reported for discharge from

the ear whose hearing was normal. These numbers compared with the results of tests of the hearing among school children in other cities, made by expert examiners, is unusually small. The tests for hearing are difficult to apply uniformly, and it is highly probable that the first rough examination has failed to reveal the true condition. Deafness varies very much from day to day, and even during the same day in the same individual. The time of year in which the examination was made was also very favorable. It is possible that two or more examinations of the same individual and the application of more than one of the simple tests would have given different results. (Other tests besides voice tests have been used with varying degrees of success. Among these are the watch tests, the Politzer's acoumeter, and an instrument lately devised by Dr. Seashore, which is said to have given satisfaction in the school tests in Chicago. This instrument is simple in operation, and it affords a uniform method, and thus eliminates for the most part personal equations of untrained examiners. The chief objection to it is its cost, but possibly one instrument could be made to do service for all the schools of a city.)

Snellen's test types were used in testing sight, and the following quotation from "Instructions for examinations" shows the method employed in testing the hearing:

To examine for defective hearing, test each ear separately. Have pupil stand 20 feet distant, facing squarely to right or left, not allowing eyes to be turned toward examiner; have pupil gently press a soft handkerchief to the ear turned away from examiner, and then whisper, slowly and distinctly, or pronounce in an ordinary conversational voice, words or numbers, requiring the pupil to repeat them as soon as heard. If the words are not heard at 20 feet, approach pupil until they are heard, and note the distance, and record in the blanks furnished for the purpose. If found defective, a card of information should be sent to parent or guardian.

7. *Chicago, Ill.*—"Some Results of Hearing Tests of Chicago School Children," by D. P. MacMillan, Ph. D. An address given at the Detroit meeting of the National Educational Association July 12, 1901, before Department XVI, now the Department of Special Education.

The tests were made with the use of the audiometer invented by Prof. C. E. Seashore, of the Iowa State University, and which is described in detail by him in Volume II of *Studies in Psychology*, issued from that university. * * *

The apparatus consists of an induction coil, a battery, a galvanometer, a resistance coil, switches, and a telephone receiver, all done up in a convenient and portable hand box. By turning a switch the dry battery can be thrown into the primary circuit of the induction coil. Another switch turns the galvanometer into the circuit. Then by varying the resistance by means of plugs the fall of potential over the primary coil can be made constant, as indicated by the galvanometer. The primary circuit can be opened and closed rapidly by means of a key, and, as no stimulus can be produced save when the current is closed, the making and breaking of the current makes sharp clicks, which serve as a stimulus whose intensity can be varied at will by means of the secondary coil. This secondary coil is wound in forty sections, arranged in a series on the basis of the number of turns of wire that each contains. Each of these sections is connected with the surface terminals in such a way that the number of sections indicated on the scale can be thrown into the circuit by a spring contact, and by moving the carriage along the scale to the proper terminal one can vary the energy communicated to the receiver in this circuit. * * *

The test was made in the following manner: As the pupil entered the quiet room he was seated at one end of a table, at the other end of which the operator sat. With the receiver at one ear and the other ear closed to exclude possible disturbances, by slightly pressing the tragus of the ear backward the pupil awaited the signal for the test to begin. At first the register was set at such a part of the scale that a distinct clicking sound could be heard. The sound was then made to decrease in intensity until the point was reached where it could no longer be sensed. * * *

The experiment was further checked by proceeding in the opposite direction, i. e., from below the threshold of hearing to a point where the sound was distinctly sensed. The results secured in these two ways were averaged and the pupil's record obtained. * * *

A pupil is classed as "defective" when it is found from his audiometer record that he would be seriously inconvenienced in detecting sounds of medium intensity, i. e., four or more points below the norm.

TABLE I.—*School life and hearing.*

Age.	Pupils tested.	Defective in one or both ears.		Defective in both ears.		Defective in right or left ear.	
		Number.	Per cent.	Number.	Per cent.	Number.	Per cent.
6.....	341	52	15.2	22	6.45	30	8.79
7.....	473	76	16.0	32	6.97	44	9.30
8.....	545	123	22.56	47	8.62	76	13.94
9.....	555	96	17.29	39	7.02	57	10.27
10.....	598	88	14.71	38	6.35	50	8.36
11.....	558	88	15.77	39	6.98	49	8.79
12.....	608	86	14.13	31	5.09	55	9.04
13.....	599	82	13.69	35	5.94	47	7.75
14.....	664	103	15.51	38	5.72	65	9.79
15.....	664	108	16.26	39	5.87	69	10.39
16.....	555	84	15.13	40	7.20	44	7.93
17.....	377	56	14.85	29	7.69	27	7.16
18.....	192	38	14.59	8	4.16	30	10.43
Total.....	6,729	1,080	16.05	437	6.64	643	9.55

In general, of the 6,729 school children between the ages of 6 and 18 tested for aural acuity 1,080 of this number—i. e., 16 per cent—were found defective in hearing in one or both ears, and are liable to be at a great disadvantage unless the presence of such defects is known in each case. Again, 6 $\frac{3}{4}$ per cent of the total number are found defective in both ears. Further, 9 $\frac{1}{2}$ per cent of the total number of children have either the right or left ear defective, and need especially to be cared for and seated on the proper side of the teacher in order to be able to utilize the unimpaired ear to the best advantage.

8. *Cleveland, Ohio.*—Superintendent Moulton inclosed the report of the supervisor of hygiene and physical education for the year 1901-2, together with the same data for 1900-1901.

Important statistical items deduced from the examination of 39,043 cases in 1900-1901.

	Grade.								
	First.	Second.	Thrd.	Fourth.	Fifth.	Sixth.	Seventh.	Eighth.	Seven upper grades.
Total pupils by grades....	6,104	5,825	6,141	6,462	4,719	4,209	3,189	2,934	32,939
Total pupils with defects of special senses.....	686	955	1,143	1,198	918	862	603	490	6,169
Total pupils with defects of special senses, per cent.....	11.2	16.3	18.6	18.5	19.4	20.4	18.9	20.4	18.7
Total pupils wearing glasses at the beginning of the year.....	37	121	218	277	226	261	233	171	1,507
Total pupils who do not see well with their glasses.....	26	32	36	75	63	66	47	34	353
Total pupils marked 20-20 in one or both eyes.....	97	107	186	138	139	116	92	102	880
Total pupils marked 30-20 in one or both eyes.....	234	315	404	410	294	295	219	154	2,091
Total pupils marked 40-20 (or less) in one or both eyes.....	293	369	482	542	415	385	244	214	2,751
Total pupils marked 0 (blind) in one eye.....	52	61	26	44	44	26	24	34	259
Total pupils having a difference in vision of eyes.....	174	229	446	447	382	378	263	236	2,381
Total pupils who do not hear well.....	81	100	49	79	58	36	20	17	359

Report of teachers' examination of vision and hearing, 1901-2.

	Grade.								
	First.	Second.	Third.	Fourth.	Fifth.	Sixth.	Seventh.	Eighth.	Seven upper grades.
Total pupils by grades	5,004	6,609	6,405	6,600	5,454	4,099	3,360	2,775	34,802
Total pupils examined	4,609	5,827	3,098	2,485	1,944	1,524	1,392	765	17,017
Total pupils with defects of special senses.....	411	1,185	1,012	1,115	906	640	558	390	5,806
Total pupils with defects of special senses, percent.	8.2	17.9	15.8	16.8	16.6	15.6	16.6	17.3	16.6
Total pupils who do not appear to see well with their glasses.....	10	30	35	54	55	45	53	32	304
Total pupils wearing glasses at the time of examination.....	41	127	163	259	200	202	178	147	1,276
Total pupils who appear to have crossed eyes.....	62	61	49	50	29	15	12	10	226
Total pupils who do not hear well according to Gale's test.....	72	85	50	60	56	32	35	24	342

9. Chicago, Ill.—“Some results of Dr. Allport's sight tests applied to Chicago school children,” by Charles C. Krauskopf. An address delivered before the child-study section of the Illinois State Teachers' Association, December 27, 1900, reprinted from the Ophthalmic Record, April, 1901:

A year ago last September the department of child study of the Chicago public schools began its first regular work. * * *

The only test of sight regularly applied in these tests was the determination of the visual acuity by the use of Snellen's test types, this being the test recommended by Dr. Frank Allport, consulting oculist and aurist to the department. * * *

In the study of the relation between school life and sight the pupils were grouped as to age by years, and at each age the percentage of pupils having defective eyes was calculated. Included in this class of “defective” are all those whose visual acuity falls as low as 20-300 or lower in one or both eyes. * * *

TABLE I.—Percentage of pupils found defective at different ages.

Age.	Number tested.	20-30 or below in one or both eyes.	20-40 or below.	20-70 or below.	20-200 or below.
6.....	264	<i>Per cent.</i> 32	<i>Per cent.</i> 7	<i>Per cent.</i> 1	<i>Per cent.</i> 0
7.....	363	35	8	2	1
8.....	351	38	13	3	1
9.....	343	44	17	6	1
10.....	364	43	18	9	2
11.....	385	41	17	8	2
12.....	364	36	16	9	2
13.....	373	30	14	9	2
14.....	450	32	14	9	3
15.....	521	32	15	9	3
16.....	475	32	16	11	4
17.....	339	32	16	12	4
18.....	173	32	16	10	8
Total	4,765				

On their entrance to school at 6 years of age 32 per cent of the pupils are found with defective eyes, a rather serious condition to be faced by those inclined to ridicule the idea of testing the eyes of young children. * * *

The percentage of children with defective sight rises steadily and rapidly until between the ages of 9 and 10, when it reaches its highest point and begins to descend. This descent, which of course means an average improvement in the eyesight, is very slow, though steady, until during the eleventh year; it then drops even more rapidly than it rose at first, reaching its lowest or best point between 13 and 14, then, after a slight rise, continues at practically the same height until after school age is past. * * *

In other words, under the above conditions the children leave school as they began it, with about 32 per cent of their number more or less defective as to eyesight. * * *

These compilations were made with no thought of there being any sex difference in eyesight, but on separating the sexes it was found that the girls showed an average of 37 per cent defective as against the boys' 32 per cent and a general average of 35 per cent. Up to date no reason for this difference has been suggested, except that the freer, more active, out-of-door life of the boys may bring their average of general physical condition above that of the girls.

10. *Passaic, N. J.*—"Report on the examination of the eyes of the public school children of Passaic, N. J.," by the sanitary committee of the board of education, George T. Welch, M. D., chairman, April, 1896.

Passaic is the first city in New Jersey, and among the very first in America, to order an examination by a skilled oculist of the condition of the eyesight of the children in the public schools. This is done for the immediate relief of many suffering from eye affections and for the purpose of ascertaining how far the present methods of school discipline and the exactions of the curriculum are prejudicial to the sight and the general health of the pupils. * * *

Dr. William McKay, of New York City, one of the surgeons of the Manhattan Eye and Ear Hospital, was engaged by the board of education to visit the schools and to make an examination with the ophthalmoscope of the eyes of all the pupils. To facilitate his work and to lessen the expense, Miss Ethel Rhodes and Miss Mabel Mead, two bright and efficient young ladies, former pupils in our high school, were employed to test the eyes with Snellen's test types. They were drilled in this duty by Dr. McKay, and, being enthusiastic and conscientious, their work was satisfactory and commendable.

A card of test types was hung on the wall in a good light, in a hall, or large empty room, as the case might be, and the pupil to be examined was placed 20 feet away. Each eye was examined separately. A card was held over one eye while the other was being tested, and if the type could be read with each eye the vision was marked 20-20 and was designated as normal, and any deviation with either eye, or any inability with both, was so marked with proper figures, and the name of the child, his grade, and school were also recorded for future reference. As each pupil presented himself to the oculist his record was scanned, giving a clue at once to his condition, and then each eye was examined by the ophthalmoscope and a note made of the result. Unfortunately, only 2,173 of the school children were thus examined, this number being all that attended school while the examinations were in progress. * * *

Report of the examination of the vision of the pupils in the public schools of Passaic, N. J. as made by the use of the test types.

School.	Number tested.	Vision normal.	Defective.	Per cent of defection.
I.....	190	117	73	38.4
II.....	329	216	112	34
III.....	92	57	35	38
IV.....	365	224	141	38.6
V.....	219	147	72	32.8
High school.....	435	335	100	22.9
Total.....	1,630	1,097	538	33

Report of the estimated refraction of the eyes of the Passaic public school children as made by the ophthalmoscope.

	School number.					High school.	Total.	Per cent.
	I.	II.	III.	IV.	V.			
Number examined.....	360	555	93	456	274	435	2,173	.....
Refraction normal, or hypermetropia.....	250	402	62	325	186	304	1,529	70
Vision defective, or hyperopic astigmatism.....	101	133	29	134	86	120	603	27.7
Myopia, or myopic astigmatism.....	9	20	2	7	2	11	51	2.3
Local conditions requiring medical treatment.....	1	5	.....	7	2	2	17	.....
Defective color perception.....	7	3	.....	.....	.....	.....	10	.....

Subjoined to this was the name of every pupil suffering from headache, blurring, pain on studying at night, nearsightedness, defective color perception, and of those having local conditions requiring medical treatment. The committee on sanitation has had proper circulars printed, detailing the condition of each one of these affected pupils, and giving concise and necessary directions for their assistance. These have been distributed by the teachers, under seal, so as to reach the parents of the school children named. Where glasses are needed the matter is urged upon the attention of parents and guardians, and the committee has endeavored to do all that can be done to assist every child to obtain every facility for deriving the utmost advantage from the teachings and privileges of the schools.

Table of eye affections in all the schools, by grades.

[The abbreviations used are: N. V., for normal vision; A., for astigmatism; H., for hypermetropia; M., for myopia, or nearsightedness.

	Number examined.	N. V.	H.	A.	M.	Percent of A. and M.
Kindergarten	208	53	114	36	5	19.7
Sixth primary	403	93	196	104	10	28.3
Fifth primary	213	47	94	71	1	33.8
Fourth primary	175	47	83	40	5	25.7
Third primary	141	20	69	49	3	36.8
Second primary	154	25	75	52	2	55
First primary	170	22	94	46	8	31.7
Eighth grammar	133	15	72	43	3	34.5
Seventh grammar	99	7	62	28	2	30
Sixth grammar	80	7	51	21	1	27.5
Fifth grammar	67	11	33	20	3	34.3
Fourth grammar	54	3	32	18	1	35.1
Third grammar	59	3	36	20	0	33.9
Second grammar	54	8	28	16	2	33.3
First grammar	52	9	29	12	2	25
High school	111	19	62	27	3	27
Total	2,173	389	1,130	603	51	29

11. *Lowell, Mass.*—"Physical defects of school children." An address given at the meeting of the Massachusetts Teachers' Association December 2, 1899, by A. K. Whitcomb, superintendent of schools, Lowell, Mass.

Results of tests in Lowell, I am happy to say, are not quite as appalling as are many of those made elsewhere. Miss Katherine Law, a pupil teacher of our training school, tested the vision of 300 children and found 45 per cent to be defective, a little less than two-thirds of the defects being serious enough to need correction. Dr. Bell tested the vision of the 524 pupils of the Highland Grammar School and found 165, or 31 per cent, defective. No treatment was considered necessary for those who had five-sixths of full vision, of whom there were 8, nor for those having two-thirds vision who were not troubled by headaches or other ills obviously due to their eyes, of whom there were 20, reducing the number for whom medical treatment was recommended to 137, or 26 per cent of the whole. Eighteen were aware of their condition and had received treatment, leaving 119, or more than 22 per cent, whose need of treatment, whether previously known or not, and generally it was not, was still immediate and pressing. Dr. Stephenson tested 2,081 children in grammar and upper primary grades and found 44 per cent defective, of whom about 27 per cent needed treatment, a result agreeing very closely with those of Miss Law and Dr. Bell. * * *

For testing vision we have in the Snellen cards a uniform standard known and recognized the world over. They consist simply of cards on which are letters of different sizes, each of which should be easily recognized by the normal eye at a distance varying from 10 to 200 feet. Such cards can be procured for a few cents of any optician, or can be had in quantities of Dr. W. O. Krohn, Hospital, Ill., at 5 cents a piece. The card, in use, should be placed upon a wall in a good light, 20 feet from the pupil to be tested, and on a level with his eyes. Each eye should be examined separately, the other being covered by a card, which is better than anything like a hand or handkerchief that touches the eye and may affect it by pressure or possibly convey contagion. Beginning with the largest letter the pupil should be told to read as far as possible, and should be given credit for the last line of which he can read a majority of the letters. If this line is the one which should be read at 20 feet the examination may generally be considered satisfactory. Should it be the 30-foot line, indicating two-thirds vision, he may be allowed to pass unless headache, nervousness, or manifest fatigue after study shall give further indication of eye trouble, in

which case he, with all whose vision proves to be but one-half or less, should be advised to seek treatment at the hands of some competent person. I am aware that in these very general directions I am omitting many things which the oculist would wish to note, but the average teacher is not to diagnose diseases or prescribe remedies, and for her purpose it is not important that she know the character of the trouble, whether myopia, hyperopia, astigmatism, or even the result of physical injury; it is only important that she know that something is the matter, and that she act upon this knowledge by inducing the pupil or his parents to seek advice from some one competent to give it.

The method thus outlined is obviously impracticable with children too young to know the letters of the alphabet, and Dr. Allport declares that experience has taught that it is unprofitable to examine first-grade children. On the other hand, Miss Nicholson, of Philadelphia, Pa., has successfully tested the eyes of children in the kindergarten. Her method was to make the examination take the form of a game, which all were eager to play. The children were in turn given the seat of honor in the teacher's chair, and were asked to name the pictures on cards held by the teacher at about the distance of full normal vision. The pictures were of well-known things, like cats, dogs, cows, etc., and if the child could not distinguish them at the usual distance they were carried nearer until the eyesight was measured with accuracy enough for practical purposes. * * *

For testing the hearing we have, unfortunately, no uniform standard, as is the case with vision. Several instruments intended to make sounds of uniform intensity have been proposed, but none have come into general use. Most investigators rely upon the ticking of a watch or upon the sound of the human voice. I have been surprised to note that abroad the latter, usually in the form of a whisper, has been deemed the more practicable and trustworthy. In my own case I found many pupils who could hear my whisper, made as loud as possible to secure uniformity, at a distance of 75 feet, a distance greater than most teachers can well secure unless they have access to a large hall. The voice has this advantage, that the child can not reproduce what is said to him unless he really hears it, while in listening to the tick of a watch he sometimes thinks he hears when he does not. At Clark University I am told by Dr. Hodge that preference is given to the voice, not in a whisper, but in low tones. There is, of course, no reason why both methods should not be tried, but in my own experience I have found the watch the better. The normal ear ought to hear the average watch at a distance of 4 or 5 feet at least, but watches differ so much that a standard should be fixed for each. To do this, test a dozen children; exclude from the results any which are evidently abnormal, and average the rest. Pupils who can not hear at half the average distance obviously need attention. Each ear, of course, should be tested separately with the eyes covered or at least turned away from the source of the sound. My plan has been to have the pupil himself hold upon his shoulder one end of a tapeline along which a watch is moved toward the ear, never from it, lest the pupil should seem to hear after he had really ceased to do so. Superintendent Griffith, of Utica, N. Y., placed the watch on a table and had the pupil slowly approach it.

12. *Somerville, Mass.*—Report of Superintendent Southworth, 1900:

Under permission of the board, an examination by teachers of the eyes of their pupils is now in progress. The test is similar to that used by oculists, but of course it is conducted without professional skill. Full returns have not yet been received, but the eyes of between five and six thousand pupils have thus far been tested. The result shows that 28 per cent have vision sufficiently defective to require attention. Children were required to read readily a line of letters at the distance of 15 feet with both eyes and with each eye separately. Those who could read it only at a distance of 10 feet or less were reported as defective. Very few children were found with absolutely normal sight, but those only have been counted as defective that fall below two-thirds of normal vision. Such cases have been reported to parents, and in many instances a professional examination has been made with the happiest results. * * *

The subject of the hearing of school children is also beginning to receive the attention it deserves, and investigations in many places have tended to establish the following points:

1. At least one child out of every five has some defect in one or both ears.
2. In the majority of cases neither parent, teacher, nor child is aware of the defect.
3. Children defective in hearing are usually counted careless, inattentive, or positively stupid by parents and teachers, who are ignorant of the real cause. Such children are often kept two or more years in the same grade, and, being the largest children, are not infrequently given seats in the rear of the room, where their chances of hearing are reduced to a minimum. This point is so important that it

deserves special notice. Out of 961 children examined in two cities, 176 were found to have defective hearing, while only two out of the 176 were known to be deaf by their teachers.

4. A child who is hard of hearing can hear better at certain times than at others. This fact often leads parents and teachers to misjudge a child. The remark is often heard, "Don't tell me Johnnie is deaf, he can hear as well as anybody when he wants to."

5. It is estimated that 90 per cent of the cases of defective hearing can be cured if taken in time.

13. *Elizabeth, N. J.*—Superintendent reports number of pupils with defective hearing, 121; eyesight, 153.

14. *Erie, Pa.*—Superintendent Missimer reports number of pupils mentally defective, 46; defective hearing, 39; defective eyesight (not remedied by glasses) 50.

15. *Johnstown, Pa.*—Superintendent Berkey reports: Number of pupils in school during the term, 6,148 (boys 2,957, girls 3,191), year 1902; number of pupils known to have defective sight not properly remedied, 190 (boys 84, girls 106); number of pupils known to have defective hearing, 126 (boys 53, girls 73).

16. *Lincoln, Nebr.*—Superintendent Gordon reports 29 pupils defective: Defective in sight, 5; defective in hearing, 8; having impediments in speech, 2; mentally defective, 9; physically defective, 5. In this list only those were reported who were regarded by teachers as being defective to such an extent as to retard their progress in school.

17. *Los Angeles, Cal.*—Superintendent Foshay reports that tests of sight and hearing are made each year, but that the only printed results are published in the annual report of the Los Angeles city schools for 1895-96, page 57.

18. *New Haven, Conn.*—Superintendent Beede reports that the State law of Connecticut requires an examination of the hearing and eyesight of all school children once in three years. Last examination made December, 1900. At that time about 20 per cent of the New Haven school children were found to have defective vision; percentage defective in hearing much less.

19. *Saginaw, Mich.*—Superintendent Warriner reports that in the year 1899-1900 the pupils of the Saginaw schools were examined by the students of the senior class of the Saginaw Valley Medical College. Total pupils examined, 3,828; astigmatism, 1,536; nearsighted, 328; showed signs of exphovia (?), 506; strabismus, 72; blepharitis, 365; found to have running ears, 173; found to breathe through the mouth, 458.

As a result of the examination 370 notices were sent to parents stating the facts, 114 pupils were known to have consulted physicians, and 183 changes were made in seating pupils in the schoolroom.

20. *Williamsport, Pa.*—Superintendent Lose reports that he is now collecting statistics concerning the number of pupils having defective hearing, defective eyesight, or other physical defects retarding their progress in school, but that he is at some loss as to the best way to proceed, and requests suggestions.

21. *Malden, Mass.*—

REPORT OF THE MEDICAL INSPECTOR.

MALDEN, MASS.

MR. GEORGE E. GAY, *Superintendent of Schools.*

DEAR SIR: I herewith submit annual report of medical inspector of schools for the year 1901.

The work, as heretofore, has been confined almost entirely to the examination of the eyes. In the lower-grade schools the system of previous years has been pursued, only those pupils being examined who had been referred to the inspector by the teachers. Notwithstanding, however, the most careful oversight by the teachers, it has become a not uncommon occurrence to find a pupil with very defective eyes, which condition has existed unnoticed for years. With the aim of largely extending the practical usefulness of the medical inspection a new method is now being perfected by which in time the vision of every pupil will be recorded. This work has been done by the teachers, and in most cases, I believe, by the principals, to whom

credit should be given for time spent in the work. Pupils having defective vision are then referred to the medical inspector for further examination, and the following cases are to be seen by him as a matter of routine: All children whose vision falls as low as one-half the normal vision; all children having persistent pain in the eyes; all children with strabismus. As these records are not yet entirely complete no further report can at present be made. Undoubtedly much benefit to the younger children will result. The following tables summarize results of the year's work:

Class A, total number recommended for treatment.....	139
Class B, total number not recommended for treatment.....	284
Class C, total number postponed.....	13
Total examinations made.....	435

Class A. Glasses advised for refractive error, 100; treatment advised for conjunctivitis, 7; treatment advised for dacryocystitis, 1; treatment advised for blepharitis, 1; treatment advised for other diseases of eye, 2; treatment advised for enlarged tonsils, 3; treatment advised for cerumen, 5; chronic catarrh of middle ear, 7; otorrhoea, 3; pediculosis capillitii, 9; dermatitis, 1; total 139.

Class B. (1) Cases needing no treatment: Eyes examined and found normal, 202; conjunctival ecchymosis, 3; episcleritis, 1; ears examined and found normal, 18; throats examined and found normal, 9; slight dermatitis, 1; pediculosis capillitii, 1; chronic catarrh of middle ear, 2; total, 255 cases. (2) Cases not susceptible of improvement by treatment: Anisometropia, 2; amblyopia, 11; choroidal atrophy, 1; traumatic cataract, 1; nebula corneæ with irregular astigmatism, 7; high palate, 1; adhesive disease of middle ear, 2; atrophy of eyeball, 1; coloboma of iris and choroid, 1; strabismus, 1; nystagmus, 1; 28 cases. Total cases, 283.

Class C. Twelve cases of probable refractive error and 1 case of deafness (cause not determined) postponed; total, 13.

In addition to this the entire class of 1904 of the high school has been examined with the following results:

Class A, eyes examined and found practically normal.....	194
Class B, eyes with an abnormality of vision of such a degree to make the use of glasses desirable.....	30
Class C, eyes more or less imperfect from disease.....	5
Total.....	230
Deduct 3 names counted twice.....	227

The following observations seem worthy of mention: In the entire class no case of corneal nebula was found; and as this condition is not infrequent in the lower grades, it appears that such cases drop out of school before entering the high school, the unequal struggle proving too severe. It is also of interest to note that, with two or three exceptions, all classes of serious refractive error had been corrected by glasses. No extreme case was found of uncorrected myopia or astigmatism such as is frequently found in the lower grades.

Respectfully submitted.

CHARLES D. JONES.

22. Providence, R. I.—Report of Ellen LeGarde, director of physical training:

1. Twenty-five per cent of the school population of Providence, this population being about 25,000 pupils, have defective vision.

2. Ten per cent of the school population wear glasses for poor vision and may be said to be backward in studies because of poor sight.

3. Of this 10 per cent, 3 per cent wear glasses to correct crossed or squinting eyes. The latter is more common in the four lowest grades.

4. Of this 10 per cent, the greatest weakness of vision occurs between the fourth and eighth year of school life.

5. Of this 10 per cent, the largest number of cases of poor sight to a grade occurs in the seventh year of school life. As many as 15 pupils in 60, or 12 in 48, in the seventh year wear glasses. By the eighth or ninth year of school life 5 of the 15, or 4 out of the 12, can do without them (glasses). Care in time effected a cure.

6. Children of Jewish parentage require more care for sight, and are afflicted with poorer vision more than any other class. In schools mainly of this character I have often had in the fourth and fifth grades 5, 6, and 8 children out of a class of 45 fitted to glasses which they must wear permanently.

7. With all the poor vitality, undeveloped and poorly nourished bodies the Italian children, prone always to skin diseases, are remarkably free from poor vision.

8. The Portuguese children and children in our Providence schools whose parents are from the Azores Islands seldom (if ever) require glasses. Syrians and Armenians have very good sight. Colored children in Providence above the normal.

9. To sum up, Jewish, American, and Irish-American children have poor enough vision to be termed most defective, retarding school advancement.

10. About 10 per cent of the pupils have defective hearing. This is more common with boys than girls.

11. Adenoid growths are common and in the disciplinary and feeble-minded schools are often found.

12. Fifty per cent of the children in the Providence schools are not properly fed. Not that they have not enough to eat, but that the quality of food is not nourishing, hence the bloodless, ænemic, and nervous condition.

13. Boys show this in their stunted growth. More than girls they are deficient in stamina, courage, and endurance. This retards school advancement and makes the masses of the pupils unable to grasp and less able to retain.

14. Not more than 1 per cent have hip disease, humpback, or spinal curvature noticeably apparent. Spinal complaints are more common in girls than boys.

CHAPTER XLVII.

THE EDUCATION OF THE FEEBLE-MINDED IN THE UNITED STATES.

By DAVID F. LINCOLN, M. D.,

Boston, Mass.

In preparing the material for the following statements visits were made to the State institutions at Waltham, Mass., Syracuse, N. Y., Elwyn and Polk, Pa., Vineland, N. J., Columbus, Ohio, and Fort Wayne, Ind.; to the private schools of Mrs. Seguin and Misses Bancroft and Cox, and to city classes in Boston, Springfield, New York, and Philadelphia.

Those acquainted with the field will see that this list omits a number of large and important institutions; but it is thought that the study of the schools visited would be sufficient to develop the characteristic features of the education of the feeble-minded in the United States. It may be added that the practice in Canada is essentially the same as with us.

In the limited time at the writer's disposal for visiting these institutions he is aware that full justice can not have been done, and that points deserving mention must have been omitted. A similar excuse can not be pleaded in the case of Waltham, where the opportunities have been unlimited, and the matter is accordingly treated in much fuller detail. To those who have welcomed his visits, in all places, he owes most sincere acknowledgments for the pains they have taken to assist his inquiries.

No extended history of the training of the feeble-minded can be given here, but the field will be clearer if we recall the fact that it formed the object of a general philanthropic movement, beginning in Switzerland, Germany, and England, and rapidly extending to this country, our first institutions dating six years after the foundation of Guggenbuhl's school on the Abendberg in Switzerland. Dr. Seguin's classic Treatise on Idiocy was published in 1846, and he came to this country in 1848. He is the true pioneer, having established a successful school at Paris in 1837. As an interesting fact we may note that several idiotic children were trained for a few years with fair success at the American Asylum for the Deaf and Dumb at Hartford, Conn., beginning 1818, but the experiment was an isolated one and was discontinued.

A very brief historical mention of the principal pioneer institutions in the United States may here be given.

The Massachusetts School for the Feeble-Minded at Waltham was the first State institution. The resolve appropriating \$2,500 annually for an experimental school was passed by the legislature May 8, 1848, and the first pupil was received October 1 of that year, the school being carried on for several years at South Boston by Dr.

Samuel G. Howe and James B. Richards in connection with the Perkins Institution for the Blind.

In the interval Dr. H. B. Wilbur opened his private school at Barre, Mass., on the 1st of July, 1848. This school has the credit of having been the first establishment in actual operation, and has since maintained an honorable reputation.

The superintendency of Dr. George G. Tarbell at South Boston (1878-1883) is marked by the prevalence of new views of the value of manual, especially outdoor, occupations, and of the necessity of making provision for asylum cases. In accordance with his wishes a farm was purchased at Medfield, 20 miles out of town, where the able-bodied boys were placed; these boys were transferred to Waltham in 1889, and the South Boston cases were also sent to Waltham the next year.

A tract of nearly 3 square miles of land was purchased at Templeton in 1897, for the purposes of a colony, and to it have been transferred (beginning in 1900) 141 able-bodied adult males. It is intended to retain adult females at Waltham.

The Syracuse (N. Y.) State Institution for Feeble-Minded Children was founded by an act passed in 1851. The school was opened at Albany in 1851, and transferred to Syracuse four years later, remaining in the care of Dr. Wilbur until his death in 1883. In this case, also, the original object was not of a custodial character, but purely educational. There are, however, about 100 custodial inmates, besides a small number of men on a rural colony. The present site is undesirable, as it is surrounded by a rapidly growing suburb of Syracuse.

The institution at Elwyn, Pa., (formerly called by the name of the neighboring town of Media) made its fiftieth annual report in September, 1902. A very valuable account of the origin and development of the school, by the present superintendent, will be found in that report. The original establishment was formed in 1852, at Germantown, Philadelphia, under James B. Richards. Dr. Alfred E. Elwyn, whose name the place now bears, in company with Mr. Richards, secured in 1854 an act of incorporation with an appropriation of \$10,000 and provisions for 10 beneficiaries. In 1859 the family, including 25 pupils, removed to the present central edifice at Elwyn. The title of "Training School," still retained, indicates the exclusive purpose of the founders. The asylum and custodial feature was authorized by an act of the legislature in 1871.

The Ohio Institution for Feeble-Minded Youth was established by the legislature in 1857, and located near the city of Columbus. It has from the outset owed much to the faithful zeal of its superintendent, Dr. G. A. Doren, whose guiding hand is still at the helm. In 1898 the State provided for the purchase of land for a colony; this "Custodial Farm" is situated about 12 miles from the parent institution and embraces 1,068 acres of beautiful land.

The Connecticut School for Imbeciles, at Lakeville, was commenced by Dr. H. M. Knight in 1853, and became a State institution a little later.

The Indiana School for Feeble-Minded Youth at Fort Wayne, Ind., was established as a branch of the Soldiers' Orphans' Home in 1879, as an independent institution in 1887, and came to its present location in 1890. This school has also an agricultural colony, of recent origin, and rapid growth.

The State Home for the Care and Training of Feeble-Minded Women at Vineland, N. J., issued its fourteenth annual report in 1902.

The New Jersey Training School for Feeble-Minded Girls and Boys, at the same place, issued its fourteenth annual report in the same year. Like Elwyn, it is managed by a private corporation, but seven-eighths of its pupils are maintained by the State, and it belongs, like Elwyn, in the class of institutions which represent their States.

The State Institution for Feeble-Minded of Western Pennsylvania, at Polk, Venango County, completed its sixth year of work in 1902, having been authorized by a legislative act in 1893. It shares the care of the State feeble-minded with Elwyn, upon a geographical division, and is growing very fast.

Of the private institutions seen that at Orange, N. J., is of historic interest as being conducted by Mrs. Seguin, widow of the illustrious teacher whose work in New York City forms a brilliant page in the literature of the subject. Her association with his school began in 1880.

The Haddonfield Training School, at the village of that name in New Jersey, was instituted by Miss Bancroft in 1883 and incorporated 1895.

It will be noted that instruction, largely with a view to curing the mental defects and restoring the child to social life, was the object chiefly held in view by those who founded these "schools," as they were called. The idea, now so prevalent, that provision must be made for the custody and care of large numbers of the feeble-minded, did not begin to seem important until a number of years later; not, in fact, until years of patient effort had demonstrated how large a part of the field of beneficent activity lay outside of strictly school work, and how imperfect the results of the best training must be. The original idea of curing imbecility had to be tried and found untenable before justice could be done to its subjects.

The expression "custodial inmate" requires some explanation. It is sometimes understood to refer specially to the adult feeble-minded females who are detained in institutions; but it properly includes all who are being retained rather than educated. The distinction is commonly drawn between "school cases" and "custodial cases," the latter being very often graduates from the school course who are spending their lives at the institution. There is also an implication of low mental grade in the word "custodial." At Fort Wayne the "custodial kindergarten" classes are composed of the less intelligent.

In estimating the value of this education we must guard ourselves from errors in two directions. On the one hand, we must not be misled by the brilliant results of the "school proper," into a too exclusive attention to this part of the work done; and I suspect it is very easy to allow oneself to be thus misled. On the other hand, it is natural to look on the mass of "custodial" cases as merely so many cases for detention, burdens to society, now neatly shelved in a safe place. This would be a very grave error; it might truly lead to the logical result of doubting whether it be necessary to prolong the physical life of such an order of beings. The "custodials" are almost without exception improvable to some extent, usually to a relatively very great extent. The amount of training on a very humble level which is given to these persons is enormous. In all institutions their physical habits are trained. They are taught decency; they are made useful in many humble petty employments; they are, in short, given a life to lead and are shown how to lead it. The training thus imparted does two things: It first raises them out of their brutishness to the level of social beings, fitting them to mingle in the daily relations of a home with the other inmates, and second, it is so continued as to form a check to the general tendency to degeneration of mind and body. The intellectual results of the training of the lower grades of the feeble-minded are therefore as distinct and as valuable to them as in the case of those who learn to read and write.

There is an economic value in such training, too, for it is far easier to care for them after they are trained in good habits. An illustration of this has been mentioned to me in the case of the custodial institution at Rome, N. Y., where efforts have been recently made to improve the least improvable patients by means of gymnastic, kindergarten, and manual training given daily in classes. As a consequence of this training, the greater part of those who were formerly filthy and destructive are no longer such; many have learned to talk, many have become useful helpers, and the general health has been much improved.

As regards the effect of training upon the higher grades of pupils, the attitude usually taken by experts is that feeble-mindedness is not cured by education; if a case turns out "all right," then it was a case of wrong diagnosis. There is an intense interest attaching to the class whose condition is not wholly certain or obvious.

Some such cases get into institutions, often on account of early neglect and ill treatment, often because of mere backwardness. I do not refer to children who, though really foolish, possess some single faculty in a high state of development and make a remarkable show, but to children who really turn out "bright" after a short time of trial.

It is in connection with such cases that we feel the difficulty of giving in words an exact definition of the word "feeble-minded." Children who are very far from being what is popularly called idiots are nowadays taken into these institutions—occasionally a rather shrewd child is admitted—and the definition is practically a broad one. Typically, the feeble-minded child is weak on all sides—weak in perception, attention, memory, in power over number and language, in combination, in judgment, in mental endurance, and no less defective in touch, in hand power, in general bodily activity, and constitutional vigor; but while a full definition comprises all this, we must acknowledge that in some cases the defect is only partial, while in others it is so concealed as to require a skilled judgment to detect it. If there be one thing which is pretty generally acknowledged as characteristic of the class, it is some form of weakness of practical judgment which renders its possessor unfit for independent life. A want of moral insight or self-control is equally disabling. This trait is noted in the fortunately small class to which is given the name of "moral imbeciles," the "unmoral" through defect.

The definition, however, is incomplete unless we emphasize the anatomical or physical basis of the disorder. We have to do with the fact of arrested or defective development of body and mind. The evidences of constitutional weakness, of slow growth, of inferior size, of defects in the formation of palate, teeth, ears, skull, etc., are associated with poor sight and hearing, defective articulation, inability to grasp objects or to use the legs, and psychic weakness in any or all respects, and in many cases there is manifest disease—as rickets, palsy, hydrocephalus, cretinism—to which we can point as a cause. Imperfect as is our knowledge of the ultimate anatomical basis of these defects, their general "constitutional" character is admitted, and their ultimate incurability is as distinct as is their susceptibility to amelioration.

To return to our main point: If the "school" be really educative, for what sort of a life does it educate?

With very few exceptions—perhaps none—all the inmates of an institution for the feeble-minded are its pupils as truly as in the days of Seguin. Hardly an individual is really untrainable. The idiotic are improved in their personal habits, the semi-idiotic are trained to usefulness and to the happiness which health and occupation bring to all. Such children belong in the tutelar care of an institution for life. Those of a higher grade of intelligence, when trained and taught, often show a degree of improvement which misleads the parents to a belief in the child's recovery, and many such are sent out, year by year, at the request of parents. What success these young people have in their new relations can not be stated in a word. The home is not always the best place for them; their defects may reappear after a trial; their want of self-control may lead them into difficulties, even crime. In Massachusetts a great many are sent back to reapply for admission after remaining outside a while. In Indiana, on the contrary, there appears to be an urgent call for comparatively unskilled labor, in response to which a good many young men are withdrawn. In regard to these Mr. Johnson, of Fort Wayne, writes me that most of those who have been allowed by the institution to go out to work are very successfully and creditably earning their living as farm hands, house servants, stable boys, and a few in trades learned at the institution, but none of them, as far as he knows, are married. This appears to be quite different from the experience in Eastern States. But even in Indiana Mr. Johnson considers that the proportion that could be wisely discharged as "graduating" on the line of self-support is not more than 10 per cent of the boys entering, although more than 10 per cent are taken out by parents, etc.

On this surely optimistic view, then, only one in ten of the trained inmates is capable of maintaining the struggle for existence in competition with the world.

The development of the colonial system on a large scale begins to make it clearer to all eyes that the safest arrangement and a really happy one for most of the male pupils is a permanent residence on the farm, and for women in domestic employment at school. "Given the land, the plant, the brains, and the entire class of the feeble-minded can be made self-supporting by their own labor," is the claim that is being made. The colony idea is only in its infancy, but it has been shown that large numbers of the trained male inmates are capable of doing a man's work in manual labor on farms.

It is a matter of frequent observation that the feeble-minded, when properly trained, are happiest and most successful in contact with the soil. Many are capital drivers and plowmen who are baffled and beaten in the clash of competition with other men's wits. The mere acts of weeding and removing stones from the soil are enjoyed. These remarks are equally true whether the man be placed in a colony or allowed to become a member of a friendly farmer's household.

Whatever makes them self-helpful, capable with their hands, useful members of their family, will tend to their success in society. Trade education is fairly successful within the asylum, but not largely in the case of those who have left it. Nearly all, according to the general testimony, require friendly oversight.

It may be permitted to say a word in regard to the teachers of the feeble-minded. There is no question that, as a class, they rank very high. Contrary to what might be anticipated, they find distinct attractions in the task of teaching the feeble-minded. There are difficulties known only to those who have experienced them, but the overcoming of the difficulties seems to be its own reward. There are very trying pupils, but not, as a rule, cases which excite disgust—at least, among the school classes. Instead of disgust there is sympathy. The children are mostly fond of being noticed, good-humored, and capable of sincere and friendly relations with their teacher. I have been struck with the frequency with which a thoroughly kind and genial tone pervades the classes. Slowness and forgetfulness are overlooked by teachers in the pleasure of gaining definite results. The secret of the matter lies herein, that the improvement and the uplift are often enormous relatively to the pupil. Every scholar is his own standard, and the real effect, thus estimated, is very great. Teachers have few pupils and are able to know each one intimately and to make of him a special problem. The emolument is not large, but the position is highly respected and is secure (as far as my observation goes) from political interference. The attitude of teacher to pupil is marked by friendliness and absence of pedantry, and the scholars almost universally take a great and fresh interest in their tasks.

There are different views in regard to the qualifications and training of teachers, but it seems to be agreed that a knowledge of human nature and an aptitude for finding ways out of difficulties are of very much greater consequence than special training. The training which comes from intimate association with this class of children in the position of attendant has been found valuable. A knowledge of kindergarten work is of great value, and yet the kindergartner has to recast her ideas to suit the new conditions.

Only a high moral purpose and an unaffected sympathy with childhood can enable the teacher to succeed. One's patience is often tried; not to mention stupidity, there are perversity, inattention, mischief to be dealt with, often suggesting the propriety of using the rod; but experience is convincingly in favor of moral treatment for these children, and the "last argument" of physical pain is pretty nearly banished from these schools. Rewards and privileges are thought much of. In a great many hours spent in these schools I have very rarely seen anything that looked like any form of punishment. In reality the place of punishment is taken by training into correct

habits, by the derivant influence of constant occupation, by making life pleasant and full of natural reward, by weight of character on the part of teachers and attendants.

"The more I know of these children the more I like them; every one of them has a character of his own, and they are almost all good." This is one man's way of looking at them, and to my mind a wiser way than it is to make much of their moral weaknesses—their unreliability, for instance. It is not worth while to say, as I have heard it said, that "they are all moral imbeciles," although their sense of responsibility and their appreciation of the value of veracity are not always what we could wish.

The relations of superintendents and their families with the feeble-minded who surround them are often cordial, even intimate; it appears to be the rule that the children know the inmates, play with them, take part in entertainments with them, drill with them, with no particular feeling of oddness in the situation—perhaps rather enjoying the sense of their own superiority; but the conditions seem natural and healthful. Some of the inmates dance, drill, and take part in athletic events in a way to be respected.

The religious question will probably be answered by a majority of those concerned in the education of the feeble-minded in a somewhat negative way. There is a dread of the injudicious interference of a certain class of divines, who insist on dogmatic instruction, or who desire to arouse religious excitement in the manner of a revival. The services of the clergy, for certain reasons, are seldom rendered. The superintendents may prefer to lead the religious services or to conduct the Sunday school, and often do so to good purpose.

I can name one superintendent who sincerely believes in the simple religious teaching he imparts, and who believes it makes his hearers better and happier. They are led to consider life as a relation to their Maker, and death as the beginning of a new and happier stage of existence, little understood, which will bring them into closer relation with the Divine. Funeral services are by him arranged so as to be most attractive to the eye and comforting to the thought; the body is neatly and prettily clothed, with a flower in the hand, and placed in an attractive receptacle, and the words of the service are hopeful and cheering. By such means the old, repulsive idea of "being put away in the potato patch" has been banished from the children's minds.

The schools for the feeble minded are alike in possessing kindergarten classes and higher classes for primary and lower grammar work, forming the school proper. A large share of the day is given to classes in manual training, trade education, physical training, music, etc. A great deal of time is given to the training of those too dull to be placed in the school proper.

The kindergartens are not conducted in all respects as regular kindergartens are. One may find the class seated at ordinary school desks in a common school room, without piano or ring. I believe all use the games, however, and some do so quite freely, passing to a special room for the purpose. Abundance of kindergarten material is supplied, as it furnishes an excellent means of training the sense perceptions, the hand power, and the knowledge of number; indeed, it has come to be considered indispensable. Those elementary faculties which in ordinary children come to view without much tending are in these children overlaid by constitutional inertia, and have to be forced to sprout, as it were, by the use of a host of appliances which common children manage to get along without.

The upper kindergarten classes usually begin number work and language along with their proper work; and the primary grades are apt to retain much of the kindergarten element—a very desirable fusion, which prevents or anticipates that break between the two periods which is sometimes seen in common schools.

The higher grades, usually termed "primary," really carry the child up to the

standard of about the age of 12, though the usual number of the grades is only three. Grading is even more urgently required with feeble-minded children than with the normal. Great differences in capacity for acquisition and for development exist side by side in the same class, and the difficulty of keeping a class together is often spoken of. Grading can not be based (as in common schools) upon the progress in arithmetic without doing injustice to many whose language work is good, but who are behindhand in number. Language is therefore preferred as a basis of promotion, where a basis is required.

In the primary grades a variety of the ordinary primers and readers, up to the fourth reader, are used; no special text-books are required. Special aids are used for beginners—picture cards, cards with words and letters. Some use is made of books in arithmetic, and histories are in general use, but beyond this (and reading of ordinary library books) the instruction is generally oral. The enrichment needed for this peculiar class of pupils is given by the incorporation of object material in large variety, much of it derived from kindergarten sources. The abstract ideas of numbers are apprehended with great difficulty, and all kinds of inducements are offered to lead them to grasp the subject through handling and dealing with real things. Nature and life in many forms are shown pictorially and objectively. Stories are read—largely realistic; and fairy tales are much liked.

As a rule, they are fond of music and have a fairly good ear. Manual training makes a strong appeal to them, in the forms of wood working and carving, basket work, clay modeling, and to some extent drawing; but if their capacity in these lines be compared to that of normal children, it is quite distinctly inferior. Literary culture, as represented by the poetry used in primary schools, is not given a prominent position. One of the chief difficulties among the more intelligent is to write and speak English without making childish and outlandish blunders in construction.

The technical details of school administration differ. The idea of progress or promotion from grade to grade is everywhere present; as a rule, it is the individual rather than the entire class that receives promotion, and one is transferred to a new class or grade at any time of the year when he is thought fit to go up. There are also general promotions at the end of a school year. Consistently with this, the attention given to individual members of a class is very great; and, indeed, it would be impossible to carry on the work otherwise.

Grading is carried out with logical strictness at Elwyn, where one sees three kindergarten and three primary or intermediate grades forming a continuous sequence. The plan is similar in general in most of the other schools, the large share assigned to kindergarten work being universally noticeable. In some places, however, there is a tendency to multiply kindergarten classes, grouping the children not so much by the formal progress made as by their ages and dispositions, and even by the character of the teachers. Of this Columbus, with its very large school population, offers a good instance.

The grading is traversed at Syracuse and Vineland by the principle of specialization. At the end of every forty or sixty minutes in these schools the classes break up and are redistributed all over the school, so that a child is not rated as a member of such a grade or of Miss ——'s class, but has a distinct grade or class in every study. Where classes are quite small and periods long this does not seem to prevent that intimate personal knowledge of one's pupils which is desirable.

Specialized teaching is required in certain departments, as manual and physical training and music. A plan combining this requirement with that of continuous personal relations between teacher and class is in use at Waltham and Fort Wayne, which may be called the "half-time system." Elsewhere we find the two-session plan, three hours in the morning and two in the afternoon, the regular school desk in a certain room being the pupil's headquarters, but with changes back and forth for object work or gymnastics. The half-time plan gives the scholar about three hours

in continued attendance under one teacher, either forenoon or afternoon, and each teacher manages two classes. The spare half day gives each child the opportunity for special instruction in sloyd, gymnastics, music, trades and other things outside of books. The time allotted to book work may appear inadequate, but the results are perfectly satisfactory. The amount of regular grade work performed under the half-time system is practically the same as under the two-sessions plan. Elwyn, for instance, with two sessions, gives less than three hours a day to this class of work in the upper grades, and the remainder to manual work and the like. It is a question of distribution of time. The loss of time in changing classes may be inconsiderable.

The chief point to consider, it seems to me, is the greater moral influence which a teacher can exert if allowed to retain her class for a whole session without interruption. From the instructor's point of view, also, there must be an advantage in having one's whole session at command with leave to shorten or omit this, to introduce that exercise, according to the special need of the hour and the state of the children's minds; not working without programme but with an elastic programme.

While speaking of the half-time system, an institution for boys of good natural endowments may be mentioned, the Farm School on Thompsons Island in Boston Harbor, where less than three hours of ordinary school work, in combination with a strong and diversified course of manual and agricultural training during the rest of the day, has given extremely good educational results.

If we attempt to estimate the amount of school work accomplished by the so-called "high-grade imbeciles" in classes, we find so great individual variations that no definite statement can be made which is not open to wide exceptions. Many who begin fail to complete a regular school course, being removed to a manual or trade class. Those who continue are not expected to "make a grade" every year like ordinary children. Those who reach the highest grade are largely between the ages of 14 and 17, and their attainments correspond in general with those of children of 11 or 12 in public schools. Yet they have not performed the same amount of work, for their attention has been largely fixed on "the three R's," to the comparative exclusion of such branches as literature, memory gems, declamation, physiology, drawing, music, reading, and part singing.

The systematic appeal made to all the faculties by the modern education of the feeble-minded constitutes a far more powerful and far-reaching agency for stimulus and development than the ordinary education of public or private schools. Its effects in many cases still seem as miraculous as they did to the eyes of those who first devoted themselves to this profession. They are due to several causes. First, the profound appreciation of the value of the physical side of training; second, the minute analysis, the abundance of resources in the way of material, the concrete attitude assumed in class work—to which the kindergarten has made most important contributions; third, the fact that the institution is home as well as school, so that children are literally in training for the whole of the twenty-four hours.

The public has now fully accepted the necessity of schooling and that of custodial care. To these elementary principles some others have been added which promise to be of far-reaching importance. First, there is the doctrine that no truly feeble-minded person is ever so restored to a normal status that his or her marriage is desirable; second, statistical evidence has accumulated of the large number of weak-minded offspring borne by weak-minded females, and as a consequence a general policy of detention of such females in custodial asylums during the period of marriageable age is beginning to be introduced; third, the economic value of the trained adult, and reciprocally, the improvement in health and happiness which follows when occupation is furnished, and the value in both respects of the farm colony for men in good health; fourth, the extension of the work to the so-called backward pupils of

our public schools has begun to attract the attention of educators, and the possibilities of extension in that direction seem very large.

While the pedagogic methods in use in different institutions are essentially similar, there is a marked difference as regards preferred subjects and tendencies. One is strong in the direction of the economics of the institution; another is attached to the æsthetic development of the child; another to the social amusements or to music; another to the trade idea, and another to the physique of the pupil. No single phase can justly represent an institution's whole tendency.

There is an element of feeble-mindedness in a certain proportion of the criminal class and of reformatory school children. The special treatment of these cases by the former superintendent at Elmira Reformatory, Hon. Z. D. Brockway, remains a brilliant illustration of the value of measures addressed to the physical awakening of pupils by bodily treatment.

If a similar attitude of devotion to physical interests, as constituting the basis of their whole education, were generally taken by superintendents of the feeble-minded, it is possible that it might be for the benefit of all. In reality, this is the attitude already taken by the best boarding schools for well-to-do boys, where a teacher's athletic capacity is as much inquired into as his language. This is not a temporary fad; it represents a gain to education. If any class needs physical elevation, it is the class of the feeble-minded, with their original defects of vitality, their restriction to asylum life, and their notorious and lamentable liability to tuberculous diseases. Ought these deaths from consumption to be acquiesced in, or to be interpreted as a possible educational hint? It is with pleasure that I am able to say that these considerations have been taken to heart by some in certain quarters.

THE MASSACHUSETTS SCHOOL FOR THE FEEBLE-MINDED AT WALTHAM.^a

Superintendent, Walter E. Fernald, M. D.

This institution lies in a very beautiful tract of country about 6 miles from Boston. The buildings are principally in two distant groups. They are well separated, well sunned, well drained. The larger dormitories contain 80 beds or more. The school and gymnasium with manual-training rooms occupy a detached edifice. There are (June, 1903) 645 inmates, of whom about 125 are in the school proper, besides 141 men at Templeton.

Templeton colony is situated in the central part of the State, about 50 miles from Waltham. It occupies a tract of about 3 miles long by 1 mile in average width, mostly hilly and rough, rising in summits to the height of 1,200 to 1,400 feet, and giving abundant opportunity for the wholesome exercise of clearing land. The colonists are those already trained at Waltham. Three farmhouses at widely separated points have been made the nuclei of groups of buildings, each accommodating 50 men.

The colonists require very little supervision; they have the liberty of the entire grounds and are not constantly under the eye of keepers. The effect of transfer from Waltham to the freer and more robust life at Templeton is marked in an improvement of their physical well-being. They labor regularly and well. There is no school work, but for evening hours there are provided the usual means of recreation, books and games, and there is reading aloud by the persons in charge. They show signs of mental improvement, as well as satisfaction with the change. The colony is in its infancy and further developments are possible. No female inmates are sent there.

The institution is growing rather rapidly. The transfers made to Templeton make room for admitting unusually large numbers of young, improvable pupils in the school department. These changes have greatly improved the grading of the school

^a Often spoken of as "Waverley," from its post-office address.

classes. They expect to send a certain number of adults each year to the colony, thus making room for an equal number of young children needing school training.

A great many children are removed from Waltham by their parents after they have been trained to a certain extent, but it is found that a large proportion of them apply for readmission after their parents have given them a fair trial. Previous to ten years ago the policy was to dismiss educated children at 18 or 19, but this can no longer be said to be the case, since the trustees have through these experiences learned the real wishes of the public. A small number of those dismissed are more or less self-supporting. There are about twenty who keep in touch with the institution, with the understanding that they are to report personally or by letter at stated times; this is of great value, as strengthening their sense of responsibility and helping them in difficulties.

The superintendent is required to "regulate the diet, regimen, exercises, and employments, and the whole course of the education and training of the pupils." There is no principal of the class work other than he; he is intimately conversant with the pedagogic arrangements of the institution and with the character and attainments of the pupils, and assumes the usual responsibilities of a school principal.

The educational scheme will be described under the following heads:

A. Training of low-grade inmates in the care of the person, the use of the limbs, and social order. Industrial and manual training.

B. Classes for training special sense and voluntary motor power.

C. Kindergartens, two grades.

D. Common school classes, in several grades.

A. Elementary training: Attention may properly be called to the development, which has come about within the past dozen years, of a system of training classes especially designed for the younger and the less intelligent inmates. There may be all about forty of these classes, some of them taking in more intelligent pupils. These are exclusive of classes for trades, manual training, music, and higher gymnastic work.

The practice of the institution is fully described in a paper,^a from which a few of the following statements are taken. It originated in an attempt to deal radically with a very trying state of things resulting from the sudden unloading of a hundred old, bad, neglected, custodial cases upon the institution, followed by hundreds more. Feeble, often incapable of walking alone, or feeding or dressing themselves, or speaking intelligibly; untidy, destructive, noisy, and intractable; shrieking, and tearing off their clothes—they made a Bedlam of the wards.

Beginning at the basis the writer has urgently insisted on rectifying the ill bodily conditions of this class by great attention to the preparation of their food, by a liberal supply of food, slowly eaten; abundance of water to drink; extremely thorough bathing; care of the teeth; systematic training in regard to the calls of nature, and changes of soiled linen.

Training of the voluntary muscles is carried out in all possible ways by class work, sports, and hard labor. Physical training is given daily to all not absolutely incapacitated for receiving it—the duller equally with the brighter ones. The love of music and rhythm and the tendency to imitation are made useful in inducing them to march in line and more or less in step with the beat of a drum; beginning with which they are gradually led to run, skip, walk on tiptoe, leap, and maneuver, in imitation of their teacher, and afterwards at the word of command. All appeals to their intelligence must be vigorous and sharp, and must be systematically planned and methodically carried out.

Among the training classes there are some in household occupations, as floor pol-

^a "Some of the methods employed in the care and training of feeble-minded children of the lower grades," by Walter E. Fernald, M. D. Reprinted from Proceedings of the Association of Officers of Institutions for the Feeble-Minded for 1894.

ishing, faucet burnishing, the scouring of knives; some for dressing and undressing, and other care of the person. Some very dull boys are in classes for darning and sewing, and for sorting rags by their color. All the girls, of all capacities, if fit to receive such instruction, are taught in classes for sewing, darning, laundry work, sweeping and dusting, bed making, dish washing, vegetable paring, hair combing, and dancing. A part of these classes are under regular teachers, but most are in the care of attendants directed by matrons.

Physical efficiency is encouraged in every way. Great pains are taken to give all the inmates daily walks and out-door sport, with the help of their attendants, when it is not storming. All who are able belong to gymnastic classes and attend daily; about one hundred are in military drill, and I can speak in high terms of the mental as well as physical alacrity which is brought about in these exercises. Dancing is taught in classes once a week to the younger children. The games played in the gymnasium during the winter give place in summer to the work of two baseball teams. Competitive athletics form a part of the programme on public occasions, and in these matters the assistant physicians and employees take an active part.

All the physical training is under the direction of a very efficient specialist, a woman. The general attitude of the institution is strongly in favor of the games and amusements common to all children, compared to which special gymnastic exercises, great as is their value for mental and physical development and discipline, are believed to hold a secondary position. At every gymnastic hour at least one-half of the time is devoted to active competitive sports.

It is further held as a leading principle, applicable to all, that the tasks which involve the use of the larger groups of muscles are more valuable than those which teach the manipulation of the fingers. The prevailing status of the feeble-minded is a lack of robustness and resisting power, as is evinced, among other things, by their great liability to consumption; and it is felt that out-door labor goes more directly to the root of their evils than quiet sedentary training in skilled hand labor. The smaller boys, as fast as they are able, are taken out into the field in classes, and learn to pick up stones from the hillside, to dig ditches, and to handle the pick, shovel, and hoe, and do other things in the way of chores and simple manual labor. On the other hand, while manual training is not neglected, a less important place is assigned to embroidery, design, and drawing than is the case in some other institutions, while basket work and carving are not practiced. There is no tailor shop.

There has been continued improvement in the physical condition of the inmates within the last three or four years, and at present (July, 1903) there are but two cases of tubercular phthisis among them.

In industrial and trade training a marked improvement has been made within a few years. The inmates assist in all departments of household labor, and work on the land and for the stock. Weeding gives plenty of employment. The girls make all their own clothing except knit goods, and that of the small boys, and take care of the little children. The boys do the baking, all the repairing of shoes, the painting, the printing for the establishment, and odd jobs at carpentering. All for whom a task can be found which involves useful manual labor are set to work, primarily for their own benefit, and often with an economic result.

The practical effect of the kindergarten and manual-training drill has been very plainly seen in the farming and garden work. Previous to 1893 they never had a boy who could be trusted to plant potatoes, corn, or other seed, but that year a squad of rather small boys whose eyes and fingers had been very thoroughly disciplined in the kindergarten and manual training were detailed to do the planting, and succeeded as well as the most careful man could have done. They did equally well with the hoeing and harvesting.

Other trades than those named are not developed. The energies of nearly 150 men are employed at Templeton in the task of subduing the soil; this represents

considerable labor withdrawn from possible trade shops. As regards the economic value of the inmates' labor, it varies greatly, and is always considered secondary to their personal welfare. "The amount of work the boys at Templeton have done this summer probably exceeds the average amount of work done in the same length of time by any equal number of laborers employed upon a public work." (Report for 1900.) But among the less capable the value of work done must often be less than the wages of the person who superintends their operations.

B. "Training classes" par excellence for training the control of motor power and developing the special senses are of two sorts; there are five or six groups of children under 15 in the care of three women teachers, about 70 in all; and three classes of low-grade boys from 12 to 20 years of age under a man teacher, numbering nearly as many. The principles and methods followed are alike in all these. I shall describe only those for the younger children.

"Awakening classes" would be a good descriptive name. They occupy only an hour or an hour and a half of a child's time each day. Much of the material and methods is borrowed from the kindergarten; in fact, nearly all the material is kindergarten material enlarged and made more graphic and effective. The physical training, so far as it can be assigned to any system, is of the Swedish type, and is arranged and prescribed by the director before mentioned. A class for play follows this class, and in addition they have their daily walks, and are usually in some of the occupation classes above named.

I will venture to try to describe one of the special training classes as I saw it. This one consisted of 16 boys, whose ages ran from 6 to 12 and over, seated in chairs against the wall, leaving quite a free space for the teacher, in front of whom stood a table with colored models of animals. She kept up a volley of questions in a vigorous, rousing voice. "What's this?" "A cow." "Find another." (Boy points to a picture; the other boys shout, "No; that's a calf!" He then points to one on a block.) "What does the cow say? Did you ever see a cow? What do cows do?" "They eat grass." "How do they get the grass?" "They get it with their mouths." (Here the boys get on all fours and with great enthusiasm imitate the act of grazing.) "Why don't they take it with their hands?" (General laughter.) "How many feet have you? How many has a cow? How many hands?" "None." "Show how they chew grass." (They make the motion of chewing.) The teacher then elicits the idea of hay, of milking; that hay makes milk, butter, cheese, beef; that cows have horns, etc. The pig, horse, and cat are gone through similarly, showing their parts, uses, etc.; they sing the finger song "Piggy-wig," and imitate his grunting, and get down on the very clean waxed floor to show how he puts his nose in the mud. "Would you do that?" "No." They all make the noise of a cat for as long as they choose—say half a minute. One boy wants to pet the cat model.

Next came the story of the "Three Bears," which had already been told repeatedly, with display of pictures and questions. One boy with a good memory then told the story while the teacher showed the pictures and drew out the points by questions.

Next followed a gymnastic drill, not Swedish, consisting in taking the attitudes of sitting, standing, kneeling, tiptoe, and placing the hands on various parts.

Then a wooden chopping block was brought in, and the boys, in relays of four, pounded it with wooden mallets as hard as they could for half a minute to each set. This appeared very gratifying. The room is not in the school building, and no one is annoyed by the noise.

A less advanced class now replaces these boys. There are thirteen, of whom three or four can talk more or less. One at a time inserts a hand in a bag and tells by feeling what object he has grasped. Models in thin board of squares, diamonds,

stars, and other forms are placed on the table, and the boys match them with other models which they pick from a box. Three cloths of different colors are spread; the boys place on them blocks of corresponding colors. A hundred sticks of various colors are thrown on the floor with a clatter, and the boys scramble for them.

The first class now returns and plays kindergarten games with singing: The Farmer; The Snail; Fly Away, Birds; Squirrel; Pigeon Song; finger games, etc.

They match forms and colors. They recognize a boy, blindfolded, by the sound of the voice. They guess ten musical instruments, blindfolded, by their sound. A blinded boy pursues the teacher, who sounds a bell. The sense of smell is stimulated by causing each to sniff a bottle of some strong odor (chloroform, pennyroyal). Each receives a taste of vinegar in a spoon; each receives a pinch of salt; they seem to like it. Then three prism-shaped blocks of different colors were laid in the form of a cross or a letter H, and boys imitated it correctly; this seemed the hardest task.

So far from objection being made to noise, the teachers seemed to like to get the pupils to making noises; everything that went on was stirring. Great vigor and decision was shown in conducting the gymnastic work. The attitudes of the children in their chairs were not interfered with, however quaint; discipline was maintained unflinchingly, but only one boy had to be punished by leaving the room.

In the above we have examples of some of the ways in which sight, hearing, touch, taste, and smell are stimulated and knowledge of common things gained. An important piece of furniture is the Swedish stall bars on which they learn to place their feet in climbing.

A class for play was then formed of twenty-five or thirty of these children, under their regular teachers, in the large day room of a dormitory—a very sunny, airy room. They had a "military drill," consisting in marching in single file to the beat of a drum, in lock step, and holding flags; afterwards they removed their hands from the shoulders in front, clapped hands, did a few Swedish movements, hopped, skipped, marching to music all the time. They next joined in a ring game which teaches them the right and the left foot, then a hiding game to "magic music," and then a vigorous game between sides, with running back and forth to place balls and blocks in position.

In connection with these objects they begin to use numbers; one of the brightest boys could make out that $3 + 3 = 6$. There is a very great difference in the appearance and capacity of these pupils, many being low and repulsive in type, while a few are remarkably attractive in their way. There is no one who does not know what obedience means, and that the teacher is "boss," and the whole fabric of education is thus planted on a right basis at the outset, so that not only the senses and the muscles, but also the attention and the will, are trained by ceaseless appeals.

The fact that the children sit in small, comfortable chairs, without any hindrance to quick rising in the way of desks or kindergarten tables, seems to me worthy of serious attention, for it makes an infinite difference in the freedom of the programme. A class of children, supposed to be a kindergarten class, but seated behind ordinary school desks, may be receiving skillful treatment, but it will be a totally different treatment from what I have described; they will remain a sedentary class. And for these children there are reasons, which need not be enlarged upon, which make protracted sedentary occupations very undesirable. I refer to the sexual stimulation which prolonged sitting favors.

The classes for sense and motor training, as described, receive most of the young persons admitted to the institution, with this exception, that a few, not over 2 or 3 per cent, are too idiotic for these classes. There is a further exception in the fact that a good many are found suited for an immediate trial in the kindergarten classes, and a few can be introduced at once to the book study of higher grades. With these exceptions, the "training classes" may be considered the trial classes for all who

enter. But few are promoted from them to the kindergarten; the classes of large boys are not so promoted. There is no fixed period; a little one may remain in the class I described for a week or for two years.

There is hardly one in fifty of those admitted who would not be benefited by the stimulus thus applied; and the same stimulant methods, modified to suit conditions, are used in the kindergarten classes.

C and D, kindergarten, primary, and grammar grades, compose what is usually called the school proper, and number about 125 pupils. They are held by 4 teachers in four rooms. The forenoon session is from 9 to 12, with a recess of twenty minutes, during which the children go out of doors in charge of attendants. The afternoon session is from 1 to 3.45, without recess. The half-time system is in use, so that eight classes are held, two of which, under a kindergartner, constitute the two kindergarten grades. The kindergarten classes work at desks as in ordinary schools, but they also use the chairs and tables of that system. The free half of the day for each child is given to sloyd and gymnastics daily, with music, trade classes, etc. The kindergarten classes are for boys and girls together; the higher grades comprise two classes of girls and four of boys.

The children are carefully graded at the beginning of each school year; the general plan of the year's work is then laid out for each class, to be modified later as required. No radical change is made without the superintendent's approval. The work is supervised by him, and teachers are encouraged to use their own discretion in the daily execution of the plan.

The quality of the material composing classes varies greatly from outside causes, and it sometimes happens that a grade can not be made up.

The school work is carried as far and done as thoroughly as is usual in such institutions; but there is a clear perception of the danger of overdoing the academic work. The training of a special talent in school is not looked upon as an aim in itself, the main question being, what education will best fit one for one's real future? Sooner or later a child's book work is replaced by manual, trade, or industrial pursuits. Children may be taken from any grade and placed in manual occupations, and a considerable number are so removed from time to time from the kindergarten.

On entering the lower kindergarten grade or class children know how to count a little, but seldom know words or letters. On leaving the upper class in kindergarten they have been instructed in telling time by the clock, the points of the compass, the seasons, and the calendar. They have learned addition up to 10 or thereabouts, and they are using Cyr's Interstate Primer and First Reader, with sentences like "Mamma gave me a water pot," and spelling words of three letters. They read in general with a natural and pleasing delivery and enunciation. The child spends two, three, possibly even four years in making this progress.

The training of the fingers is made important. Large pegs are fitted into a board full of holes. Models are used to teach how to lace shoes, to form stitches, to weave and darn. Toy weaving frames are used. Kindergarten mats in simple patterns are woven with strips of colored wood or manila paper. Scissor work, pasting, folding, chain making, are done to some extent, but clay modeling and pea work are little used.

Number, color, and form are taught by attaching numerous concrete associations to the conception. Lively games of number and color are played with cards marked with colored dots; there are games of going to fetch a required number of blocks; games of ninepins with counting; pegs are used to count; large wooden colored beads are strung in given order; colored balls and cloths are much used. The other kindergarten "gifts" are too small and their lessons are too abstract; they are not much used—chiefly to teach number. Colored papers are matched; colored cloths, blocks, and sticks are compared with each other and with the pictures on the wall. Colored pictures are matched. The solid objects employed are made of large size.

Kindergarten games are used, but the want of an assistant somewhat limits them;

the trade games, dancing games, and a few others are useful. The songs are used daily, but less than in ordinary kindergartens. There is a piano in each class room, and in every inhabited building also.

English is begun by the word method, and much use is made of colored prints of animals and objects on which the names are placed. The blackboard is used freely.

Reading to the class rhymes from Mother Goose, fables, or fairy tales (following their own tastes) forms a distinct feature, and, with a broader outlook, such readings are equally a feature of the higher grades. There are also conversations on every-day matters—the weather, their experiences, their Sunday lesson, etc.; on nature, its operations and products. They walk abroad with the teacher; they see pictures of birds. Living nature is brought into the room in rabbits, ducks, geese, a goat, and they visit the cows, the horses, and the birds. There are many colored models of less known creatures.

One of the specialties of the institution is a cabinet of teaching models of a great variety of man's works—engines, ships, farmsteads, etc.—and also of many kinds of animals, plants, fruits, mineral products, and the stock articles representing national wealth, a good part of which was selected for the purpose in Europe. The cabinet is very accessible and is in daily use by all the classes. It may be pointed to as typifying the objective and realistic tendency of the school—a tendency made necessary by the character of the minds dealt with.

The first boys' class above the kindergarten contains 12 pupils from 11 to 16 years old, differing much in capacity. The spoken vocabulary is very small, the grammar often defective. Two never use the pronoun "I;" two are just beginning to spell "cat" and "rat;" one can not add beyond $1 + 1$; some can not write legibly; about half know the four points of the compass. In drawing, however, the class have kept together in a simple course of drawing lines to dictation and the simplest geometric forms. Penmanship is taught by the form elements.

The subjects comprise the finger occupations of the kindergarten carried further, the color and form study also, and the nature and object lessons. Geography is added, and there is memory drill. They have read during the year Harper's First Reader (54 pp.), all of Child Life Primer (95 pp.), Child Life First Reader (29 pp.), Progressive First Reader (36 pp.), Barnes's First Reader (35 pp.). They can not read the harder parts.

The second boys' class adds small digits, have got first notions of subtraction ($9 - 1$, $10 - 3$), can tell how many 3's there are in 10, 7, etc. For the first time in the school a speller has been used, with great success, and in six months they have learned 128 words of four or five letters perfectly.

The third class appreciates very well the story of Morse's discovery of the telegraph and Whitney's cotton gin, as read to them. They are learning subtraction by the use of dot cards.

The fourth and highest class is composed of boys of better endowments. They have been trained already in tables of measure, using tin measures, and can reduce inches to miles, find $\frac{8}{12}$ of 48, borrow, and do the four rules. Five of the stronger minds use Carpenter's North America, reading clearly, fluently, and with entire comprehension without previous preparation. They locate, but do not bound, our States, know the capitals, the products, some of the chief men. They have not a clear idea of the leading great nations and countries of the world. They know a little about some European countries and our colonies. They write descriptions, unassisted, of the subjects of pictures placed on their desks. The following is from a reproduction by a boy of 15 of a story read to the class two days previously. The paper was quite long, careful in execution, and interesting:

A little boy named George White was a very mischeivous lad he used to torment his teacher by bringing rats, and mice to school. One day the teacher told the principle about it and he said that George could get his walking-ticket Monday morning, etc.

The class has derived benefit from drawing and cutting out geometric figures, following Trybom's Manual of Training in Cardboard Construction (for fourth and fifth grades). Their ages run from 11 to 17, averaging nearer 12.

The first class of girls above the kindergarten has read 380 pages of primer and first readers, but are not ready as a whole to enter a second reader. In number most can count by 2's, 5's, 10's to 100 and write to 100 from memory and add and subtract up to 10. They draw simple natural geometric and symmetric forms with one or both hands; they match color and form correctly and quickly. In hand work, nature study, object work, sense training, and stories their work is like that of the boys' first class, but a little more advanced. Most can spell easy words of one or two syllables.

In the girls' second or highest class there is much disparity, but the more intelligent are fully as far advanced as the upper boys. The ages run from 15 to 18, excepting one girl of 11, whose grade is below the rest. In arithmetic the abler ones perform division of fractions by mixed numbers with cancellation. They read in concert very well indeed. They use Carpenter's North America. Their geography is chiefly that of the United States, with as much as possible of actual interest associated. They use an elementary book in American history. They draw birds and flowers from copy on the board in colored chalk to some extent.

The majority sing well together. Their tastes are led in the direction of good music; and a similar leading appeared in the motto I noticed on the board, "Her voice was soft, gentle, and low—an excellent thing in woman." Pithy moral sayings are considerably used in this way, and there need be no doubt that the young women are susceptible to the higher and refining influences of which these instances give but a slight hint. Their compositions point in the same direction. I was shown the best recent work of five girls of 16 to 18 years, containing about 2,000 words, in reproduction of matter previously discussed. One girl had a few errors in spelling, but the rest were about perfect; the MS. was very neat, the capitals and points rightly used. The thought was clearly and naturally expressed in simple, correct language, free from the childish errors often committed by the feeble-minded.

I will add two points, characteristic of the emphasis everywhere laid upon the objective side of things. One was the object lesson, given from models of fruits, buildings, etc.—a kind of lesson which outside children largely pick up for themselves, but which these can not get at. The other point was the application of the sense tests for smelling, etc., as described under the training class; these are not necessarily a part of the daily work, but are always used in the case of newcomers, even in this grade.

The writer's opportunities for giving full descriptions have been very much greater in the case of Waltham than elsewhere. To this, and not to any prepossession, should be attributed the large space above given to Waltham. The descriptions are characteristic in a general way of all the work done in modern institutions and may properly serve as introductory matter.

THE SYRACUSE STATE INSTITUTION FOR FEEBLE-MINDED CHILDREN, SYRACUSE, N. Y.

Superintendent, James C. Carson, M. D.; head teacher, Mrs. Emily P. Wilbur.

The fifty-second annual report of this institution informs us that there were in September, 1902, 546 inmates, of whom over 100 were of the custodial class—adults and unteachable—for whom the school was not intended and for whom the State makes provision elsewhere; for males at Rome, for females at Newark. The school proper contains about 275 pupils, taught by 11 teachers, and 2 attendants who perform some of a teacher's duties.

There is a farm belonging to the institution some miles back in the country, on which live about 40 of the able-bodied male inmates, taking care of the grounds and stock.

Additional provision is made for 125 feeble-minded in the New York City school on Rainsford Island. The Syracuse school, however, is purely under State control. Those discharged from it mostly go to Rome and Newark, a smaller number being sent back to county authorities and parents.

By the by-laws the superintendent has the power of appointing and dismissing teachers and prescribing their several duties and places, but is not designated as an educational director. The pedagogic control is in the hands of Mrs. Wilbur, who is called the head teacher, but receives no titular designation in the report.

The school hours are from 9 to 12.30 and from 3 to 4.30, with a recess from 10.40 to 11. Saturday afternoon is a half holiday. Introductory morning exercises occupy twenty minutes, after which the classes file off to their rooms. The sessions are divided into periods, four in the morning and two in the afternoon. At the end of each period a bell strikes, and the pupils are all redistributed to fresh teachers, so that no pupil can be said to belong to any one teacher except in the subject or subjects taught by her. The classes are designated by their subjects, which are very various. There does not appear to be any general grading. There are, however, classes in number work, for girls, first and second; for boys, first, second, and third. There are also classes in the First, the Second, the Third and Fourth Readers, respectively. Mrs. Wilbur takes each new class under her observation for three months. Drawing, dancing, sloyd, and sewing are specialized.

There are trial classes, largely composed of low-grade children, in which the simplest objects connected with kindergartens are used for learning form, color, and number. The form board and large peg board are here used for improving the power of the fingers. Especial value is attached, in this respect, to sewing and to unraveling rope for mats and braiding it in strands. This elementary training is well described in the report for 1901 and comprises a great many devices of the kind known in other institutions.

The kindergarten classes do not appear to use the ring games. They fill the usual position of training children for higher work. Dissected pictures are quite largely used and furnish a much-prized resource, both for training and occupation. Such pictures (glued to thin board and cut up) can be made on the premises ad infinitum.

Other elementary work, in part transitional from the kindergarten, is indicated by the designations of certain classes, as follows: "Exercises and observations in attention; articulation; musical articulation; words (on strips of card); words and First Reader; chart and First Reader; counting; telling time," etc.

In beginning the study of words the single word printed in big letters on a separate strip is used a great deal. A next step is frequently the matching of single letters to these words. In general, the usual methods are employed, and the final results, as shown in the reading aloud by advanced boys, appeared satisfactory. In the early stages of reading two or three First Readers are gone through before the Second is used.

I was permitted to test the upper class of boys in English by telling them a short story, which 10 out of the 16 present reproduced at once in writing. Ten minutes were allowed. The following is an average specimen:

As I went to viset a friend I went to the door a big sat—dog grolld at me the nan cane and drove hin away and I went to bed. the next morning as I went over the feld the dog was laying down and the dog look up and rase his head and he know I was one of the friends that belong to house

The best of these pieces was free from errors in spelling.

The attainments in number work were quite up to the usual standard. The highest class of girls use fractions to the extent of finding three-fourths of a bushel. "I had 100 acres; I sold $\frac{1}{2}$, then $\frac{1}{4}$; how much was left?" (Done by concrete method.) "A stove cost \$54; an oil stove cost $\frac{1}{2}$ as much; how much more did the first cost than

the second?" (This was a little beyond their power in oral work.) They wrote to dictation a sum in 5 columns and added up correctly. The highest boys' class do simple interest, not discount. The class were adding $\frac{7}{8} + \frac{5}{8} + \frac{3}{8}$ on slates; some found the least common denominator.

The oldest and brightest boys form a class with Mrs. Wilbur in "Current events." They know the members of Mr. Roosevelt's Cabinet by name and office; they know what the prosperity of Syracuse began with; they make collections of pictures to illustrate geography, and the "Great Round World" is supplied for their use. Their knowledge of history and geography, however, is not what one expects in other boys; it lacks in connection and relation, as is probably the usual case with the feeble-minded. They appreciate historical characters and facts and such matters of general interest as the Philippines and Cuban affairs.

In sloyd, which is a new subject, a special teacher is employed, who gives practically three days in the week. She has three sets of boys, ten in each set, and each boy has two periods of one and one-half hours every week. Her intention next year is to give the regular sloyd to those who are advanced enough. At present the work is mostly in thin wood, from which they make little light, ornamental articles—a toothbrush holder, match holder, book rack, boxes, etc.; this is decorated with knife work and burnt work. Special educative value is assigned, and no doubt correctly, to the training given in measuring dimensions and distances and fractional parts, one of the first things made being an accurately graduated rule. The boys are selected; all the best ones are in their Fourth Reader. They use the plane first, the knife later, as requiring more hand control than they at first possess. They work from drawings. The superintendent judges that sloyd work has already produced "a noticeable increase in the manliness, truthfulness, and self-reliance of these boys." Mrs. Wilbur thinks its effect is to make the boys attentive and nice in their other work.

Drawing is another new subject, taught at present to 17 boys. They are doing outline forms, devising and cutting out simple pasteboard pattern objects (rosette, fleur-de-lis); they work them into a wall-paper pattern and color it. They are beginning to do rudimentary sketches of landscape in wash, and later will draw from objects.

Nature work is attended to. There are 15 garden plots provided for those who wish to cultivate them.

Reading is provided by portable libraries sent from the city library and exchanged from time to time. There may be 50 to 75 who care to read.

In the way of entertainment, dancing parties are conducted by the teachers as often as twice a week in cold weather, and various popular programmes are given at intervals.

Physical exercise.—Every child must if able take part in calisthenics during school hours each day. I saw one class of 30 boys and girls doing a most complicated set of exercises with dumb-bells and wands, a very showy piece, which is thought very much of. This is their best class, and for that sort of work it was as good as it could well be. It was absolute memory work, without orders, under the lead of two pupils.

I saw four sets of quadrilles, boys and girls up to 14 or so, very well done, and enjoyed by the dancers.

For those needing to be taught to walk the horizontal square-barred ladder is a favorite appliance.

The limitation of area (58 acres) is obviously unavoidable in the present location; it does not permit of employing the boys in cultivation to any extent.

The buildings are old in part, and deficiencies in accommodation can be pointed out. There are a good many boys who have no day room to go to, and are obliged to sit in desks in class rooms in their leisure time.

It is proper to point out the fact, mentioned in the report for 1902, that at the time of the presentation of the report no case of consumption was known to exist among the inmates. To this statement I would add (as an evidence of very efficient house-keeping) my own observation of the wholesomeness of the air and its entire freedom from asylum odor in certain parts inhabited by the class of very untidy children.

THE PENNSYLVANIA TRAINING SCHOOL FOR FEEBLE-MINDED CHILDREN AT ELWYN,
DELAWARE COUNTY.

Chief physician, Martin W. Barr, M. D.; principal teacher, Miss Susanne Lied.

In September, 1902, of 1,010 inmates, 600 were supported by a State appropriation. The following is the classification:

Training department:		
Schools.....	.....	308
Practical employment, viz—		
Industrial .....	.....	355
Manual.....	.....	85
		440
Custodial department:		
Nursery and asylum.....	.....	262
		1,010

The industrial department includes the farm, garden, bakery, kitchens, dining rooms, dormitories, laundry, clothes rooms; also the care of helpless inmates. The manual department comprises the tailor, shoe, and paint shops, and those for mattress and hammock work; sewing rooms; sloyd; also the knitting, chair seating, and mat making of the custodial buildings.

The president's report for 1898 announced the purpose of enlarging the scope of manual training, to fit as many as possible for partial self-support after leaving the school. More improvable and fewer custodial cases are now received. The latter number one-fourth of the resident inmates.

There is no colony, and no way to provide for the trained pupils except by dismissal to their homes, or guardians, or to the bureau of charities; we must, however, take note that 10 well-trained boys found work out of the 80 inmates who were discharged in 1901-2.*

Of every 100 admitted under present conditions a very few come under the head of unimprovable idiots. About 30 may be found fit to receive instruction by regular text-book methods, 20 more may enter the "object room" for general information, and most of the remainder are trainable to usefulness of various kinds. From 500 to 600 attend Sunday services and week-day entertainments; about 100 enjoy reading.

The school hours are 9 to 12 and 1 to 3; kindergartens have recess in the middle of the forenoon, followed by marching and games till 12, and those who can take exercise do so from 9 to 9.30. Other classes have no recesses. Saturday is a general holiday. Miss Lied performs the duties of principal.

The scheme of grading is as follows:

1. A "preparatory" class containing young children of all capacities that are considered as possibly teachable.

2, 3, 4. Three kindergarten grades (C, B, A), mostly between 6 and 12 years of age.

Above this a threefold division is made into those of high, middle, and low mental grades. For "high-grade" children there are three primary grammar grades (C, B, A), which we can number as grades 5, 6, 7 of the system.

"Middle-grade" children may possibly learn to read, but the classes (one for each sex) which they enter on leaving the kindergarten prepare them for manual occupations—the boys, by sloyd and the hand loom; the girls, by basket and needle-work. This, of course, is not in the academic series of grade progression.

"Low-grade" boys on leaving kindergarten are placed in trade classes, and girls in knitting, etc. Some simple instruction in numbers is given. Many low-grade girls are placed at once in such classes on entering the institution.

Some detailed description will be now useful.

1. Preparatory class: Here the child's possibilities are tested and training is begun. Perhaps one in twelve of those admitted to the institution are obviously too low to require the test. There are several in the class who offer little prospect of improvement. Children usually stay as long as half a year and possibly as long as three years. They were seen seated quietly around a table; they appeared apathetic. The methods are the usual ones—peg board, lacing, card sewing, color matching, bead stringing, etc.

The work of the three kindergarten grades is so arranged that it is best for a child to pass successively through all; he may be promoted as often as once in six months.

2. Kindergarten C numbers 18 children, aged from 4 to 16, of very different endowments. Nine-tenths have defective speech. It is hard to teach them the words of songs, and they forget faces readily. They began with the song "Father, we thank Thee," and a versified prayer. Then finger games and songs followed. Then in turn each took a picture from a pile, told what it represented, and went to the cupboard for a corresponding object. They know the names of many geometric forms—they are teachable and well taught.

3. Kindergarten B sang "Good morning," etc. They use all the gifts a good deal, study the calendar, and use tablets and sticks, paper work, etc. There are 14, including 1 girl. Lively spirits. They sit at desks.

4. Kindergarten A: Very bright looking in aspect, with spontaneous life. Primary work commenced. Pollock method of reading. They add and subtract ($4+1$, $3-2$, etc.), using pegs to count and slates to write on.

5. "High grade C:" Twenty-two children who come directly from 4, and remain from one to three years; lower grade primary work.

6. "High grade B" appeared much in advance of 5. The boys did long division at the board fairly accurately, and wrote quite correctly to dictation some review words of two syllables. They learn some history and elementary geography.

7. "High grade A," with 7 boys and 7 girls. The quiet demeanor of "B" is still more marked here; it reminds of a high school. They do simple percentage and compound numbers. Some of the dictation papers in spelling are free from mistakes, containing sentences like these: "A soirée is an evening party. The trailing arbutus is one of the loveliest of wild flowers. To scuttle a ship is to cut holes through the sides and bottom to make it sink." The review papers contained spelling ("mucilage, crescent, tableaux," etc.), compositions on A. Lincoln, parts of irregular verbs, and something in human anatomy.

Efficiency of drill appears in this grade work. There are now in the school a few young children who have completed the "high grade C" course in one year, having spent two years in the kindergarten, and will probably spend but one year in "B," and will leave "A" only when their mental limit is reached or they cease to be benefited. The course of study in "A" is very extensible.

Girls and boys in these three grades sit on opposite sides of the room. They give two hours to purely "mental" work, the other three to drawing, music, or manual training. There is no recess, but a change of rooms and teachers and alternation of work. There is an exercise period every morning. The shifting of classes is effected without disturbance.

Children less bright than these may be put in "middle grade" classes; the term corresponds with the classification of imbecility adopted here. The girls learn to do plain sewing and darning, and make baskets of reed, raphia, and wood splints. The boys are taught cardboard and paper sloyd, woodwork, and weaving on small

hand looms. A short period daily is devoted to object lessons, drawing, modeling, and "mental work."

A class of girls of still lower capacity sew carpet strips, knit, etc., with simple exercises in number, color, and form.

This completes ten classes in the kindergarten and grade work, with 197 children; the balance of the 308 are in the trade, industrial, and custodial classes.

All the school children above kindergarten grade receive lessons in the object room, which contains a large collection of natural objects, as stuffed birds and animals, with pictures and models. There is a small portable garden to study growth. They discuss practical questions like bread; they mix it and may go with it to the bakery; they take walks in fields and shops. The lessons given here are connected with any matter of interest that arises. Much importance is attached to this work.

The "industrial room" is of very recent establishment, and has proved a great benefit to a number of overgrown boys whose development in schoolrooms had proved a failure. Here are looms of several kinds for weaving mats, carpets, Swedish tapestry, and ordinary work. Hammocks and mattresses, straw hats, baskets, strips for rag carpets are made; rope strands are braided and formed into mats.

For three groups of troublesome inmates of lower grade, in the custodial buildings, occupation is found in caning chairs, knitting, and the like, to their great personal benefit. In such work the services of attendants who have a natural gift and tact in training are utilized.

In addition to the above, the trades, as previously named, are taught in classes and carried on as day work.

Six of the boys do the printing for the establishment, and issue a neat bimonthly paper, the matter for which is furnished by the brighter school children.

The development of industries is a prominent feature at Elwyn. A favorable instance of its pecuniary value is given by the laundry, where 25 girls of various degrees of intelligence are employed, the dull ones not being necessarily the poorer workers. It is not exactly high-class work. They are very much in need of steady-*ing*, but under the eye of the mistress and three paid assistants they accomplish fully as much as the same number of paid women would.

The æsthetic side of the pupils' activity is made very prominent; and as it is evidently favored, it is well to consider the results collectively.

Vocal music is successfully cultivated. I listened with the greatest pleasure to a group of 14 large girls and 14 boys who sang "Sweet and low" and "Behind the hills the sun is setting," in parts, without accompaniment. The brass band numbers about 24, of whom only 2 were girls; I should call their performances distinctly good; I can not speak of the orchestra or of the second brass band. The music at the common chapel exercises is very good and very pleasing.

Drawing, modeling, carving, and sloyd form a distinct group. Drawing is taught not only to the higher-grade minds, but to some who are quite dull. The system is that of Mr. Liberty Tadd and consists chiefly of curve-line work. Pupils first practice making large free loops and curves on the board with one or both hands, which constitutes a real gymnastic training in free action of arm and wrist. Having gained easy control of the muscles, they next imitate and learn simple forms of scrolls, spirals, leaves, etc., which they afterwards employ as material to combine in decorative patterns on paper. These designs can be modeled in clay and then produced in wood.

There are 50 boys and 9 girls in the sloyd classes. The teacher was instructed at Nääs, but the methods are Americanized and simplified; the joints, for instance; there are no dovetail joints made. The pupils are of the (mentally) high and middle grades, and it is said that the latter show more aptitude for this work. Furniture making and wood carving are also taught.

The children's products are displayed in a special room, and are largely sold for souvenirs. The kindergarten and basket work is the most showy. There are also knitted head gear, straw hats, pretty rag carpets, and tapestry mats. The original designs and wood carvings, detached or upon furniture, are of higher artistic merit. Class work of an educational type is represented by drawings of natural objects.

Physical education: The children are allowed much freedom in the open air, and in summer there are delightful opportunities of rustic pleasure. Calisthenics and marching are practiced by the younger children. I saw a good class of girls in wand exercise and marching, and there are uniforms and military drills. There is an abundant provision of "heavy" apparatus in the gymnasium, but it is little used.

In the evenings 340 of the older children are gathered in 10 classes for amusement or instruction or reading; there are also classes in sewing, etc., and drill, as above stated.

On Sundays one-half of the teachers and attendants have leave of absence. The children have quiet occupations or games, or write home, and take walks. There is an inspection at 9.30; from 11 to 12.25 Sunday school, conducted by teachers, with singing, reading, and learning of texts. There is a walk from 2 to 3.30 and another at 5.30, and then meetings in clubrooms or in hall to hear stories; bed at 8 or 9. The regular service at 4 to 5 p. m. is conducted by Dr. Barr after an order arranged by himself, comprising an invocation, the Lord's Prayer in common, hymn, collect, hymn, responsive reading of a psalm, the epistle and gospel, and recessional. The service and the daily prayers are dignified and impressive.

THE STATE INSTITUTION FOR FEEBLE-MINDED OF WESTERN PENNSYLVANIA, POLK,
VENANGO COUNTY.

Superintendent, J. M. Murdoch, M. D.; principal of school, Miss A. E. Blake.

This is the youngest institution here described and issued its sixth report in 1902. The act establishing it was passed in 1893. There is much to commend in the plan and the way it was carried out. The site is a very healthy one, being at an elevation of 1,132 feet above the sea, among the beautiful foothills of the western slope of the Allegheny Mountains. It is 6 miles from the nearest town and is free from urban influences and nuisances. The hamlet of Polk contains a population of 200, and the relations between them and the institution are so friendly that a considerable number of the male inmates are trusted to go to the village without escort. The entire structure was built at once upon a very handsome and regular plan, and consists of "cottages" (containing usually about 50 inmates) widely separated and connected by one-story corridors. Two buildings are used for schools. The cost, including the price of 870 acres of land, came within the State appropriation of \$500,000. One hundred acres more are about to be added. The intention was to accommodate 800 inmates; 153 were at once transferred from Elwyn, and the number has now risen to 845, so that an urgent call is made to increase the accommodation to 1,000 beds. The feeble-minded of the State of Pennsylvania are shared between Elwyn and Polk upon a geographical division.

The inmates are classified as follows:

Pupils in class rooms	215
Pupils in training classes.....	62
	<hr/>
Employed in domestic duties	181
Employed in laundry, garden, shops, etc	135
	<hr/>
Custodial inmates	252
	<hr/>
Total	845

The division of the school into grades is based on a wish to adapt the classes to the children who come rather than to adapt the children to a system. This will help to explain some unusual features.

The great majority enter some kindergarten class. Many are unsuited to the class room by reason of untidiness, restlessness, etc., and are trained by attendants with toys, blocks, dolls, sand, stone piles, etc., and in dressing, eating, and toilet. Such groups are called "training classes," and many of the children subsequently enter kindergarten classes. There are 62 in the two training classes, 215 in the kindergarten and primary classes.

There are 10 rooms, 5 for kindergartens, 1 for Primary C, and 2 each for Primary B and A, in which the sexes are separated. There are 2 special teachers and a principal, making 13 in all. The number to a room varies from 18 to 26.

The kindergarten classes are as follows, in order of age:

"A." Small, bright children, forming two groups in one room, the upper group doing some primary work in language and number, orderly, normal, kindergarten, table work. In another room they were seen playing ring games with another set of lower intelligence. The songs were good and rousing, set to good melodies, not of the vague type one often hears. The children's humanity to the weaker intellects was touchingly shown at this exercise.

"D." Larger boys and girls, not so bright as A, doing kindergarten work a. m. and primary p. m.

"E." Kindergarten work p. m., primary a. m. They have "nearly outgrown kindergarten work;" they looked a very pretty little class, of the ages of 8 to 14. They were beginning a first reader, after finishing a primer and a first book. Most of them had not been in school before coming here. Some spelled on the board to dictation. They are learning punctuation. One child is probably normal.

"B." Boys of 12 to 15, of pretty low intelligence, with prominent imitative tendencies. They were cutting and pasting paper, and did simple calisthenics; will not probably study books.

"C." Girls over 12, like B; some recognize a few printed words. Very dull from nature or neglect. With them are a few small paralytic boys of 9 or 10, of about the same mental grade.

It is obvious that these classes do not form a graded series for purposes of promotion. A child seldom passes from one to another, the majority of those in A, D, and E going into Primary C, while B and C send a large proportion of their members to manual classes. Sometimes the reverse occurs; sometimes there is a transfer from one kindergarten to another; while some fail to reach even a manual class.

All these classes make more or less use of the common kindergarten material, B and C using the coarser kinds. The favorite games are the birds, flower garden, nest making, magic music, trades, knights, good and bad children, rolling ball, old pigeon house, etc.

The influence of the kindergarten work is distinctly felt by the sloyd teacher as making boys more apt. In the academic work the relation is not so marked, if at all perceptible, but in a general way the children are more prepared to use their fingers and to give attention to directions. Certain boys, however, in primary B have not had kindergarten training owing to the youth of the institution, and the teacher testified that it had been a great help to the others who had had it. A harmonizing tendency is observed in the games, as the children were at first selfish and grasping, but have since grown into habits of obliging behavior.

In the primary classes three regular grades are maintained, and each class is divided into three sections.

In C, the lowest boys' class, some were in the tables of 4's, could tell one-half of 12, one-fourth of 16. A nature poem was being copied from the blackboard; their handwriting differed greatly, but all was distinct.

In Bone section is nearly through Stickney's Third Reader, and can make up short sentences. They sang "Jolly Boys" well.

Girls' B had done pages 50 to 114 in Wentworth's Elementary Arithmetic in six months. In the highest girls' grade, A, three small boys were seated in front. They know the tables up to the 12's, and in part the ordinary compound numbers; they know decimal currency. A vigorous bean-bag drill was given, followed by a mimic snowball game. The teacher of these girls kindly allowed them to reproduce on paper a story which they had heard and talked over some time ago, "Editha's Burglar." The best was quite long and very nearly perfect. From the next best I take the following:

One day as Editha and her mamma was sitting in their room, their father came in and said that he was going away on busines. Then he said that Editha was to take care of her mother. She had read in the paper about a burglar that had broken in the 18 house, etc.

From one of the poorest:

Eiddha told the Rurghare not to tuch her nana things but he could have her think She gane him her blacet an mechles and stick pine and wach, etc.

These are not indicative of poor work on the part of the teacher, but of the invincible difference in natural talent which is characteristic of classes of the feeble-minded more than of the normal.

The gymnastics seen were very satisfactory; good Swedish class work in uniform, with or without the teacher's lead and usually without music.

The brighter boys, not under 12, are selected for sloyd from primary A and B, forming 3 classes, 29 in all, under a graduate of Mr. Larsson's school. It is held in high esteem for visible results in "brightening" individuals, though its influence in academic work can not be followed. There are boys who can not read or comprehend the working drawings, but can make a good mortise joint. It is found best to omit models which require much use of the knife, and models with curves are only suited for a very few of the aptest pupils. A great variety of articles of practical use are made, including many aquariums and music stands, also desks, chairs, bookcases, frames, chests, etc. The department is remarkably successful.

The school hours are 9 to 12.10 and 2 to 4, without recesses, but broken by songs and exercise. All boys in primary A and a part of B and C spend some part of their school hours in trade classes, including the shoe, tailor, and carpenter shops; and 41 boys belong to the brass bands.

In kindergarten E there is a little girl of 8, apparently a neglected child, who entered last fall, and has here developed a strong ambition to prove her qualities. The superintendent writes me:

This girl is one of the few children who have developed to a point where we consider it advisable for her to be removed from the institution, as we believe she will from now on be able to take her place in the public schools and develop into a normal woman. Her apparent mental deficiency was no doubt due to a physical ailment from which she has recovered.

The social side of life is very interesting. The "children" gather in the gymnasium three evenings in the week to listen to the band or graphophone, sing religious songs, dance, and play. I had the pleasure of seeing such a mixed programme, partly dancing, partly boys' games, like shot bag and poison stick, which are played vigorously and cause enormous fun. They have also the ordinary boys' playthings—tops, kites, balls, etc. On four evenings in the week there are classes at which letters are written and stories are read aloud. Natural history is interestingly studied, with real objects in the classes. Each room has an aquarium. On fine Wednesday afternoons they walk and collect objects.

On Sunday there is service at 10, conducted by the superintendent, comprising a doxology, the Lord's Prayer, a hymn (Moody's), a chapter read by the school, the

lesson for the day, and a recessional, sung by all, the whole occupying less than an hour.

There is no colony, but considerable is done in farming, poultry, and stock. It has been estimated that the value of the inmates' work all together may be, roughly speaking, \$40,000 a year. This, of course, is not net value, and does not take the expense of oversight into account; but, on the other hand, it was practically earned by only a moiety of the inmates.

THE NEW JERSEY TRAINING SCHOOL FOR FEEBLE-MINDED GIRLS AND BOYS, VINELAND, N. J.

Principal, Edward R. Johnstone; head teacher, Miss Alice F. Morrison.

Vineland is 34 miles nearly south of Philadelphia. The school is on a sandy, well-drained plain, in a wholesome locality. The buildings are well separated. The institution, now in its fifteenth year, is a private corporation, receiving about three-fourths of its income from the State for the support of State pupils. There are 242 pupils.

The office of "principal" implies the general superintendency. The pupils under the direction of the head teacher are the following:

Kindergarten	32
Primary	73
Additional pupils in music and physical culture	25
Total	<u>130</u>

To this we might add 22 girls at the Wilbur Cottage, not usually included in the school proper.

The school hours are 9 to 12 and 2 to 4, and are divided into periods of an hour each. At the end of each period the classes break up, the children making their own way quietly to the room where they belong for the next hour. At the beginning of each school year each child is examined and assigned to such series of studies and periods as seem best suited to his needs.

A great many small children have been admitted during the past year, which has caused the establishment of new classes and helped classification and brightened up things, pushing into shop work some who might otherwise have staid too long in the classes. The manual classes average 8 or 9 pupils, the kindergartens 16, the others 13 to 15.

The sequence of work is shown in the following five selected classes:

1. "Beginners' kindergarten class," 22 low-grade girls of the ages of 6 to 16 at Wilbur Cottage, in the forenoon, who are being trained in elementary tidiness, and taken every hour to the toilet for fifteen minutes. They use the simplest kindergarten material and play a few games. Perhaps one in twenty reaches bookwork.

2. Kindergarten for beginners; five hours a day with one teacher. They have the usual kindergarten work, except the gifts. They differ greatly; some are promoted to a primary class in a year, others may stay several years or may be assigned to manual work. I saw a very satisfactory ring game played ("blacksmith;" also "soldiers").

3. Kindergarten class of older boys, held afternoons by the teacher of No. 1. These boys are scattered through other classes in the forenoon. They are less promising than 2, but are farther advanced; one-fourth may be promoted.

4. Boys aged 9 to 13, the most promising pupils in the school, spending two hours with a certain teacher every afternoon, in numbers, English, nature, geography of the grounds, etc. Attractive and well behaved. Subtract four figures from four, borrowing; spelling taught by the method of preventing blunders meeting the eye, as far as possible. They gave good proof of accuracy and readiness with a list of short common words which I offered. They are in the first reader.

5. Five classes, with 55 pupils in all, much older than the preceding, who occupy one teacher's whole day in English, etc. Though much duller than 4, they have reached the second and third reader, and do the four operations, except division.

A class was working in the spring on the Easter idea of the awakening of Nature, studying the unfolding of plants and the development of tadpoles and chicks.

Children are taken to visit special objects or points of interest, or they walk about the grounds with an object in view, and return to talk it over, then to draw, then to write it up. What is written in this way is found the best material for them to use in the process of learning to read. They "make their own readers."

In the evening there are classes in drill, music, sewing, higher English, and other subjects; there is opportunity for bowling; there is an hour for reading their library books.

The authorities are inclined to doubt the desirability of carrying the literary study as far as has been done. Curiosity about the external world, aroused in this way or by the extended study of geography, has been thought to have the effect of stimulating a spirit of unrest and a desire for reading the sensational parts of newspapers, to which they are not permitted access. As for arithmetic, it is admitted that it costs a great deal of labor to teach it to them, and it is not thought worth while to carry it beyond the four rules, the simplest application of common fractions, and the common weights and measures.

There are in all 10 teachers, one of whom, the bandmaster, is a man. There are special teachers for physical culture, manual training, and sewing. In the last there are 5 classes with 40 boys and girls.

The course in manual training begins with finger development in the kindergarten, where they have a little card needlework, drawing, and coloring with brush and crayon. After kindergarten comes sewing or woodwork; they are not limited by sex, but a child does not usually receive training in both.

Sewing may be preceded by the toy knitter. It is taught by the system of Olive C. Hapgood. The work is not given in absolutely systematic order, but with a view to capture interest—for instance, quite little girls are allowed to make a doll's costume, however imperfectly, and some have been greatly developed by the doll dressing.

The raffia and reed work (which precedes the wood carving) is excellent in workmanship and color.

In wood carving the teacher traces an outline of some object on thin wood, the pupil marks it out by driving nails or with punch and mallet, or by cutting away outside the lines. The tools first learned are the hammer, mallet, chisel, and saw. The carving is elementary, in low relief with little modeling. A few useful light articles are made without joints, chiefly as toys and souvenirs, and with regard to the pupils' preferences. There is a simple carpentry class to which this leads up. Burnt work is also done. There are 5 classes daily with 45 pupils, one-third girls.

Comparing the amount of work done on the academic and the manual sides, we find in ordinary school work 73 pupils; in manual training and instrumental music, 121. The kindergarten is not included in this statement.

As regards economic results, most of the trained boys are able to do farm work in its various branches, and like those employments; few care for carpenter's or painter's work. Most of the clothing is made by the nine or more boys at the tailor's shop. Some of the shops are closed in summer to enable men to work in the fields and small boys to work in the cannery.

Girls prefer the care of children to all other occupations (except, perhaps, gardening). Such care fills a pretty large share of their time. Fifteen work in the dress-making room for about three or four hours a day.

The children attending school do two hours of work daily on the floors, windows, beds, in dusting, etc.

The life furnished by these activities is thought to be adequate to the demands

the individual's nature. Their education is intended to fit them for such a life. It is thought doubtful if any child ever left the institution that could begin to make a living except industrially. There is one boy who can not talk, read, or write, but the right spring has been touched, and he does handsome work in the carving class, and next year will go to the carpenter.

Of the whole number of inmates it is estimated that 80 are unproductive; 15 render services worth their keep; 20 possibly half that, and the balance still less than half.

Special privileges are largely used as incitements among the pupils and as aids to discipline. There is an honor system for naming the well-conducted children. There are opportunities for earning pennies by good behavior and spending them. There are several successful clubs among the pupils. There is an evening gathering in a parlor where 20 good-record children are socially entertained with cake, coffee, and pianola. The spirit of encouragement is distinctly prevalent in the institution.

The professional feeling of the teachers is encouraged by meetings at which they discuss their work with the principal.

I had the good fortune to assist twice at whole-evening entertainments. In one there was a series of exciting contests in spelling, number, bed making, potato paring, hair dressing, between pupils, upon the stage, followed by remarkably good recitations and music. The other was a *soirée* given by the grown boys of one of the cottages to the officers and invited friends, planned and well carried out by these young men, resulting in a most spirited and entertaining "good time" in regular village fashion, but with perfect regard to the proprieties.

On Sunday the morning assembly, from 10.30 to 12, is held alternately by Miss Morrison and the assistant superintendent. In the afternoon from 3 to 4.30 Mr. Johnstone always leads; there is a Sunday school arranged in 20 groups of 9 each.

STATE HOME FOR THE CARE AND TRAINING OF FEEBLE-MINDED WOMEN AT VINELAND.

Superintendent and medical director, Mary J. Dunlap, M. D.

In the absence of the director I was very courteously shown over the buildings and saw the school in operation. The number of inmates by the report for 1902 was 126, mostly above 20 years of age. Girls above 10 are now also admitted. There are 2 classes, containing about 40 pupils, under 2 teachers. The younger class (from 12 to 20 years of age) are mostly beginners and do early primary work. The older girls' teaching is almost equivalent to individual work, and they spend several years in the class. Many are in the Fourth Reader, and in arithmetic they learn some weights and measures and a little in fractions. These girls sang an Easter anthem excellently.

The cultivation of the æsthetic side is prominent in various ways. The gymnasium is handsome and well fitted up, and very tasteful uniforms are worn. There is an orchestra of 14 pieces. In manual work they do much modeling, basket work, carving, wrought-iron work, knitting, and much besides, of course including sewing, and there is much that is pleasing in the general aspect of the house. The school work was not observed to be essentially different from that elsewhere seen. The devotion of the teachers to their work was very interesting and pleasing to behold, and the general impression was an agreeable one.

THE OHIO INSTITUTION FOR FEEBLE-MINDED YOUTH.

Superintendent, G. A. Doren, M. D.

This is one of the oldest and largest institutions of its class, and maintains the policy of rapid enlargement. The report for 1901 gave the number of inmates as 1,113. The colony, convenient of access, offers large opportunity of growth; at that date 5 custodial buildings were commenced there, to accommodate, when com-

pleted, 800 male inmates, who will till the soil and make brick. Buildings for 400 more females of the custodial class at the main institution are nearly finished.

The school department is very large, having 29 teachers, with perhaps 450 scholars, Mrs. Doren being at their head; and it is admitted, I believe, that the work is very successful. There is to be noticed a close analysis of methods, great resources in text-books and apparatus, constant attention to the needs of individual children, with good final results. Some of the material and methods may conveniently be described here, although not peculiar to Columbus.

The following are used in the early training of touch, finger power, and color sense: The form board is an old invention; it is about 2 feet long, with 5 or 6 sockets cut in its surface, corresponding to blocks shaped as circles, triangles, diamonds, etc., which the beginner tries to fit into the sockets. At Columbus I saw a graded series of 3 boards. A much easier instrument is the peg board, with a lot of boiler rivets which the child inserts into the holes in the board. The heavy iron is more easily felt and handled than wooden pegs. A series of six cups and balls, painted of different colors, teaches color and gives practice in handling. Colored pictures glued to thin wood and cut into irregular bits are found very interesting and useful. The "pattern box" is filled with inch cubes, colored variously on different sides, and is of much use. The above represent part of the original material devised for the feeble-minded and have held their ground well. The slab of sole leather pierced with holes one-fourth or one-half inch apart is used to teach forming stitches on a gigantic scale. The pierced wooden frame has the same use. Wooden splints and pegs are used for number work and for making designs; and then there is the whole kindergarten apparatus to draw from. At Columbus they now use pea work very little; the perforated-card work has been dropped as tiring the eyes; scissor work is found to be difficult for the children, but I understand it is used. Colored pegs are used to place in holes in boards. Colored chalks are used in filling in designs made on square-ruled paper, and for coloring the objects outlined in card sewing.

The care taken to analyze the process of education into successive steps is well illustrated at Columbus by the teaching of language. What follows may not be a perfect statement, but will show the principles followed.

The "word method" is used at the start by letting children become familiar with certain slips of card on which words representing familiar objects are printed in heavy type an inch high. Such words are "desk, blackboard, button, hat, dumb-bell, mamma." About 24 such are used at Columbus. Deaf mutes find advantage in being able to point to the articles signified. The usual primary charts are not favored here, as being to some extent confusing through complexity. There is no definite time for leaving off the use of the word strips or for intermingling more analytic processes. They are adapted to class work.

Small cards 2 inches square containing pictures of animals and objects, with their names, are used with a similar purpose. They should come in three sets, one with printed name, one with print and script forms, one blank for matching words.

For desk use there are word cards and a profusion of letter cards, of moderate size, in type which resembles that of the word slips. The pupil soon begins to match words with each other and with pictures, then to pick out the letters to match a word. The letters are also used in copying sentences of three or four monosyllables placed before them.

Swinton's "Telling with the Pencil" is used in introducing writing. The word strips having become very familiar (and the individual letters recognized), they also serve as material for blackboard work in spelling. A word-method book is now taken up (a primer). Spelling by dictation is much practiced, and each scholar has a little book in which the teacher writes the words as he learns them individually.

Here the pupil is fairly in primary school work of about the second grade. Composition of a simple type has previously been commenced by requiring a sentence to

be made upon a given word. The work now done is fairly typified by the following, written by a little girl of 9 years. The spelling, etc., are reproduced; a few phrases are culled:

"The kitty was on the table. And girls went up by the table and hear it pur. It can talk a little if you rub its back. If you pull a cat's tail he will scratches you."

Here is some history:

"Who cut down the pretty cherry tree in tow, and george answered his Father and said I did it with my little hatchet George has so many tears in his eye his Father held him in his arms."

There are no marked peculiarities in the later stages of language work, the children passing through a series of readers to the fourth, with considerable side reading. Essays by reproduction are continued. In the highest grade they study authors and make albums descriptive of their works and life, inserting pictures.

Much attention is given to signs of weariness, or rather ennui, in the younger children, and their work is often changed or given a new direction, or a new implement or method is used, if they seem tired by monotony.

There is a recess of twenty minutes in the morning. Older children go every forenoon to some manual or outside class. Saturday afternoon is a half holiday.

The distribution of children among the classes is based largely on a study of their character, temperament, and ability, and their age; also upon the teacher's qualities. The attainments in a given class may vary exceedingly. Five grades, however, may conveniently be spoken of, which are represented by the following classes:

1. About 24 girls, from 5 to 12 years of age, the great majority of whom have been in the school less than a year. It is a "trial room," and children may remain here a few months, or as long as three years. As is usual in lower classes, all require much individual attention. Their abilities differ very much. Some are beginners, using peg boards, etc., while others learn words from word strips, etc. A large part were seen at once laying pegs on their desks to count with, doing the same thing, but not at all "keeping together."

2. Boys, in two sections. Some were laying pegs for number work, the others were in Prince's First Arithmetic, and of eleven of the latter, no two were working together. They still use word strips; also a word-method book.

3. Girls of eight years and upward, divided in language into four groups, the lowest of whom are learning single words and have not reached the primer, while the two highest are respectively in first and second readers. The composition quoted was seen here.

4. All the pupils new this year to the class. Prince's Arithmetic, No. 2.

5. Boys, highest grade of work. Prince, part 4, in arithmetic. Can answer mentally, with a little assistance, the question, "How many quarters of an inch in 1 foot?" Also, "A horse eats one-half peck three times a day; how long will it take him to eat $4\frac{1}{2}$ pecks?" They measure the school room and form a plan to scale. They keep albums devoted to the authors they study, and show intelligent appreciation. Their essays are very creditable; would represent good grammar school work; the spelling and handwriting (as throughout the school) are exceedingly good. They have some study of birds, in which the grounds of the institution abound.

There is one kindergarten teacher who receives in six periods all those who require her work, in groups of fifteen or twenty each. They perform the usual manual occupations. There are also good classes in kindergarten games and marching.

The children appear universally bright, orderly, interested.

The evening session of an hour employs a large number of inmates, giving opportunities for further progress to the more able, and hand work of many kinds to those of lower grade. The hour closes in a short collective session, at which there is spirited singing to music by a band, followed by the Lord's Prayer and a march off by sections.

At the Sunday school a considerable variety of material in the way of illustrated papers is used.

A number of ponies are owned by the superintendent, which the children ride as much as they please.

The trade and labor departments comprise the shops of the tailor, shoemaker and mender, baker, plumber, carpenter, dressmaker, cooking, sewing, ironing, and housework; one may add music. Sloyd is not used. There are five girls' sewing classes and two for boys. This work is rated high, and they pick the boys from the upper classes to make tailors of them. All girls, as far as possible, learn sewing. All the sewing and garment making is done at the institution. Carpentering is done on a large scale. All the unskilled labor in constructing the new buildings is done by inmates. Something like twenty of the brighter graduates are working in setting up mosaic tiles in patterns ready for the workmen, and the entire flooring of the new buildings is to consist of this material. The brick for these buildings was made by the inmates at the farm. The plumbing was done by the boys. The boys do absolutely all their own housework and run the laundry. All the beef, pork, milk, butter, and vegetables consumed by the establishment are produced there by the inmates' labor, with many thousand bushels of grain. The farm boys look happy and healthy.

The orchestra, composed of young men and women, play the best classic music in a style which should make them entirely acceptable to a cultivated audience. There are about 27 pieces, well balanced, with a good proportion of strings and wood.

INDIANA SCHOOL FOR FEEBLE-MINDED YOUTH, FORT WAYNE, IND.

Superintendent, Alexander Johnson; assistant principal, Miss Alice B. Scott.

The institution is near the city, which is rapidly approaching it. There is a large tract of land 3 miles distant where some 90 boys till the soil and make large quantities of brick. Their number is expected to be increased to 240 before the season of 1903 is over. Total enrollment for 1902, 906. The school comprises 19 classes, 3 of which, with 40 children, are devoted to needlework, drawing, and some manual labor, and 16, with 310 pupils, are in kindergarten and grade work. Seven of the 16 are for boys and 9 for girls.

The half-time system is adopted, each child having a three-hours' session under control of its own teacher, leaving the room for kindergarten and for gymnastics, which takes the place of recess. All the scholars have outside work besides, and some attend trade or fancy-work classes. The sessions open with a mustering of the children in a hall, after which the boys form divisions and march to their rooms, while the girls remain for half an hour to sing, and brief devotional exercises are held in the class rooms.

The gymnastics are of the Swedish type, very well conducted, and attended by these children as well as by some of lower grade. All the kindergarten classes go daily to the ring games held in the gymnasium, which are also well and vigorously conducted.

Some of the classes are termed "custodial kindergartens" and "custodial primary classes," as they are of an inferior mental type and unpromising, and do not as a rule promote their members regularly; yet some of them, by long-continued effort, have reached the standing of the city grades 1 and 2. Other classes are designated by the number of the corresponding city school grades up to 4.

The five custodial kindergartens are arranged to correspond with the endowments or ages of different types of children and do not form gradations. One contains 17 boys of the lowest intelligence of any admitted, some of whom know the names of colors. They are learning to keep quiet and to reap the benefits of steady discipline. A second contains 22 boys, from 8 to 12 years old, of the lower-middle grade of feeble-mindedness, who were learning the days of the month on a calendar. These two

classes mostly fail to reach the primary grades. The third of these was of a more promising type. Some of the boys have been in school for several years, but have just reached a point where systematic work is feasible of the kind to be described. They are not usually promoted to primary grades, but their progress and their interest were evident and pleasing. They sang a song about washing the hands, with appropriate gestures; and the actual hands, as they were pleased to display them, were marvelously clean. An exercise in Gift 3 followed. The boys named the parts; counted them. They divided the cube at their own pleasure, to start original ideas. Fred has four piles; each pile, he says, is one-quarter. "What do four quarters make?" "One-half." [General laugh among the larger boys.] "If a cube is divided into eight parts, what is one of them?" "One-eighth." A boy speaks up, "I'm a good boy, to study in school; see, I'm learning." One boy, yesterday, showed his first beginning of intelligence in the subject by understanding what one-half implies. The boys eagerly correct a (intentional) mistake of the teacher's in the arrangement of the blocks.

There are two custodial kindergartens for girls. One consists of 17 small, mostly low-grade, girls—Mongolians, etc. The other is a typical group of the custodial class of inmates, comprising 23 girls, up to the age of 16. They were sitting at kindergarten tables, on which squares were chalked, and were placing beans by direction. They can mostly place a bean at the mid-point of a given line. Halves and quarters are understood; one girl understands thirds. Numerals are read and copied from the board. Five can write, but no word work or writing is given. Most of these do not get promotion to higher classes, but a few give "surprises" by unexpected development.

The boys' kindergarten primary class looked bright and gave intelligent responses. They had been given the fifth gift for the first time. The teachers said it was beyond them at present; that they found it very hard to resist the divers attractions of the numerous blocks.

The girls' kindergarten consisted of pretty and attractive children, mostly between 5 and 8 years old. There were no repulsive faces; no appearance of low grade. There was a little natural fooling. One girl of 5 years may probably turn out normal, and seems very much so in behavior. This class is one of those whose work approaches most closely to the normal kindergarten type. They were making cubes with clay, and a few did it fairly well.

One of the custodial primaries consisted of girls decidedly too big for kindergarten work. They use the gift work for learning numbers, but the aim is to make it a primary class, not a kindergarten. Most of the pupils have been in the institution a number of years. Some of them write, and some compose their own letters.

Another girls' custodial primary is ranked as in second grade. The girls are rather old. Many have been in the school from five to eight years, and some of them fourteen or fifteen years. They suggested to me early and long neglect. They are considered to have reached their intellectual limit as regards school instruction.

The following is an average letter written by a second-grade boy. The boys in his class are from 12 to 15 years old.

My dear Father—I am glad to write to you We are all well and happy and hope you are the same. * * * My attendant name is Mr. _____. Miss _____ send her love to you all. We are going to had a nice time on Easter day to gether I am going to school every day and I am attend to my books and slate every day, etc.

It happens to be the case that there are no boys of suitable age to fill the first primary grade this year, and the fourth is also wanting, although there are a number of boys who might be in it, but are engaged in the industries, while a good many others have left.

In the third grade the English was better than in the second. The boys formed three groups in arithmetic. The highest, containing four boys, reduced bushels to pints and told orally the number of quarts in 5 pecks and of pecks in three-fourths

of a bushel. In American history they have rather a feeble grasp of the relations of things.

The third-grade girls were being well trained in spelling and easily read easy sentences containing dissyllables. They sang, with gestures, "Sweet and Low" very well and sympathetically.

The fourth grade is a peculiarly interesting class, of the ages of 16 to 19. In this class is included a special set of girls who are expected to leave the institution as graduates. They use an Eclectic American History, which is within the comprehension of children of 11 or 12 years. Their compositions were very creditable. The best was one just written on "Spring," without directions from the teacher, containing nearly two hundred words, in which only three or four were spelled wrong. It was neatly, fluently, and pleasingly expressed and original in quality. Their arithmetic was about equal to that of the third boys' grade.

The special girls referred to entered the school in a very neglected and seemingly hopeless state of stupidity. Mr. and Mrs. Johnson, from daily association with these girls (some for ten years), have now concluded that their very unusual improvement justifies their being sent out to make their own way. There are about twelve of them. They are to be trained for a year longer in domestic duties and general education.

Seven girls of this grade illustrated "rhythmic drawing," in which the strokes of the chalk, giving the outlines of a flower, are accompanied by appropriate songs. One girl sang "Old Folks at Home" while drawing an appropriate landscape. Those who have talent for drawing are taught in crayon and oil studies from casts, etc., with rather surprisingly good results.

There is also a class (including six upper-grade girls) for fancy work in making mats, drawn work, crochet lace, finely matched Japanese silk embroidery, and seven pillows of torchon lace. The work is very satisfactory and pleasing.

Basket work and pyrography are not in use. The practical effect of making a useful article is preferred to that of sloyd as a developing agency.

The entertainments are considered an important educational feature. They are made very cheerful and wide awake, as I had the pleasure of experiencing. An extensive provision of stage costumes is employed for their historical dramas. In this relation the personality of Mr. Johnson finds opportunity to impress itself upon the inmates in a most wholesome manner. And I certainly can not say less than this of the earnest and encouraging Sunday-school services which he conducts. He arranges these services himself, consisting of 24 different numbers, and comprising prayers, collects, songs, hymns, psalms sung or repeated responsively, psalms recited by divisions, and, in particular, songs by divisions. Each division of the school has a psalm and songs which they are prepared to give on request at these services.

THE SEGUIN PHYSIOLOGICAL SCHOOL FOR THE TRAINING OF CHILDREN OF ARRESTED MENTAL DEVELOPMENT, ORANGE, N. J.

This school is conducted by the widow of the late Edouard Seguin (died 1880), who inherited her methods from her husband. The school at present numbers 23 boarding and 3 day scholars, under the care of 11 teachers, besides governesses for their play hours. The surroundings are rural, the grounds (4 acres) are beautiful, and everything within the house has a wholesome and cheerful air.

The scholars pay for these advantages at a rate corresponding to that of the higher class of girls' boarding schools. Their defects of body are numerous—blindness, cretinism, hydrocephalus, clubfoot, partial hemiplegia, mutism, stuttering in one case, cleft palate—and there are two epileptic boys, neither of whom was supposed at entrance to have the disease. For the benefit of this class of cases special teachers are employed for voice training and for medical gymnastics. The diagnosis of

muscular disabilities is made and the treatment indicated by Dr. E. H. Arnold, of New Haven.

School is in session daily (except Saturday and Sunday) from 9 to 12, and from 1 to 3. The youngest children lie down from 1 to 2. Sessions are divided into periods of twenty or thirty minutes each, the children passing from teacher to teacher, so that one child may be with from five to eight teachers each day. The following is an example of the day's order of one of the smallest boys:

Songs and games	9.00
Color lesson (stringing beads).....	9.20
Bean-bag play, cube puzzle	9.40
Stringing straws and disks, sorting colors	10.00
Whittling, blackboard work	10.30
Pasting colored paper.....	11.00
Personal invitation, directing tactile exercise.....	11.20
Calisthenics.....	11.40
Physical work	1.00
Rest.....	1.20
Peg board, stringing buttonmolds.....	2.00
Sewing on card, cutting with scissors	2.20
Massage	2.40

One of the older girls has the following:

Songs and games	9.00
Number work.....	9.20
Sewing.....	9.40
Reading, spelling, dictation.....	10.00
Basketry	10.30
Number work.....	11.00
Physical work	11.20
Calisthenics.....	11.40
Dinner	12.00
Reading	1.00
Writing	1.20
Sewing	1.40
Music	2.00
Drawing, modeling.....	2.20
Dancing	2.40

The 8 children under 12 march and do Swedish gymnastics in a group, accompanied by 6 ladies. The older children do very much better work; they execute some of the simpler orders without the teacher's lead; the marching is good. The dancing, at 2.45, was under the guidance of 7 teachers; there were two sets of quadrilles formed, and the result was very pleasing.

The opening exercises were also very pleasant. I came in late and found the school seated on the smooth floor of the gymnasium in a ring. After singing "My Country," attention was called to the portraits of McKinley, Washington, etc., hanging on the wall. A waltz lullaby was played, and a child pointed to a picture which she called "Rock the baby." A piece from Rubinstein was played by a teacher; The Song of the Lark, from "Pippa Passes," was repeated in concert. A child recited pretty verses on the pussy willow, suited to the season. A boy sang "Star Spangled Banner." After this they rose and played and sang in the kindergarten manner, with 7 teachers, a wand game and magic music.

The special problems imposed by deformity and paralysis are often severe, as in the case of a boy with palate cleft the entire length, who was being taught to speak. Another was using a finger machine to strengthen the force of separate fingers, and

of the whole hand. The gymnastic apparatus comprises a walking beam, Swedish stall bars, rope, clubs, dumb-bells, a striking bag, and four sets of pulley weights, etc.

The children's manners are most carefully trained, and they are accustomed to the surroundings of well-to-do life and indulged in simple pleasures. They live in a cheerful atmosphere. The work is pretty steady, but did not present the appearance of crowding or forcing. Many learn the piano, but probably do not carry it far. The best performer is a young lady of 21, who executed juvenile pieces with correctness and sang in a very good style several songs in the modern German taste. The standards aimed at are those of good-society manners, and it was evident that Mrs. Seguin succeeds where possible in imparting them. The school is not a custodial institution, and the pupils all are returned to their homes.

Taken as a whole, the children present many defects, and in many cases a low grade of intelligence. One of the most promising can perform in twenty minutes 15 such examples as 375×5 , or $903 - 309$.

The general methods of the school require no further mention; they are of the modern type, and it appeared that the children were generally interested and intent on success. Basket work, now so popular, is very well done. Drawing in line is performed as a disciplinary study.

THE HADDONFIELD TRAINING SCHOOL FOR THOSE MENTALLY DEFICIENT OR PECULIARLY BACKWARD.

Conducted by Misses Margaret Bancroft and Jean W. Cox.

This school is situated in a retired and beautiful part of the quiet village of Haddonfield, not many miles from Camden, Philadelphia's New Jersey suburb. The grounds are very large, the accommodations those of the well to do, and very cheerful and wholesome. There are eight teachers named in the circular, inclusive of the principals. School work begins at 9 and closes at 1, with a short intermission; the younger children are dismissed at 12.

Among the things brought to my notice, the manual training, the physical exercises, and the music were prominent.

Singing naturally forms a large part of the opening exercises. Most of them took a share in the scale exercise, singing in response to the number called, also reading simple scale exercises from a chart. They sang their songs with much spirit and pleasing effect, as they usually do.

The lowest class, consisting of 3 low-grade children (2 of them epileptic), was seen in a small room with a piano, and were singing scales and learning to place the fingers, in the care of two persons.

A Delsarte class performed movements expressive of sentiments and natural objects. The gymnasium is well provided with the usual Swedish apparatus, besides special apparatus.

In the manual room the highest class, containing some quite grown young persons, were working. They do burnt work, which is considered good hand training. They make objects of use: a box to hold battery cells, a tabouret, etc.; they do color work. The close attention and constant help given by the teachers struck me. In fact, the need of much help was apparent.

The kindergarten class of 5 pretty children were enacting a story of a journey by carriage, rail, car, and boat with their toys; they were in the care of a teacher and a maid. A class in articulation was also seen in charge of a special teacher.

A class of low grade large children were interested in their little picture albums and "Baby Stuart;" they write a short sentence on the board or on paper, and know about coins—that 5 cents equal one nickel. They invent devices in flowers for their book covers, and press flowers excellently, and have little gardens to cultivate. The impression is received that the æsthetic side is cultivated assiduously, with all due

attention to social manners. The classes seen varied in number from 3 to 6 and upward. There was no lack of zeal or attention to the pupils; there seemed to be evidence of close and careful training in the attitude of the scholars. One teacher is employed solely for individual work, taking a child for half an hour at a time for special urging to keep him up to his work.

The Sunday school is conducted by two clergymen of different denominations, without the use of much theology, but with a great deal of appeal to natural interest. Recreations are given to a considerable extent by carrying the children to Philadelphia, where they see appropriate plays.

In summer the school is taken as a body to a beautiful seaside spot in Maine, where they enjoy a good deal of liberty in the open air, with a very small modicum of teaching. It is well known that Miss Bancroft's zeal spares no pains, and she is an ardent advocate of the benefits of great personal individual attention, but she puts school in the background in vacation time.

CLASSES MAINTAINED BY PUBLIC SCHOOL BOARDS.^a

Dull and defective children have always been found among the intelligent in public and private schools. Public attention was aroused to the needs of this class in Germany, and a very large number of children in that country are now cared for in special schools. In England such are designated as "special schools for feeble-minded and backward children," and they are assuming an important position.^b

The ratio of these children to the total school population may vary, but the statistics collected in different countries lead to the conclusion that probably 1 per cent are so dull or defective that they can not be taught in the ordinary school classes. The degree of dullness is of all grades, and it is not necessary to attempt an estimate of the number of those who are strictly feeble-minded or imbecile. We are sure that in the classes we are describing a varying proportion are distinctly such, while more or fewer are found normal, though slow.

In Europe it has been considered of importance to prepare such children for self-support, and some of the statistics give a very favorable showing in this respect, but in America we have as yet no sufficient body of results from which to draw statistics.

Probably a more important function of these classes is that of the prevention of crime and illegitimate births. The children are of a class whose will and judgment are defective and whose passions are not controlled. They are easily brought under bad influences and led into criminal ways, and one of the first effects noted when they are placed in city schools is an improvement in their moral tone. The mischievous and perverse are reformed, the mental habits of the indolent and inattentive are improved, and the foundations are laid for the making of good citizens. The difficult task of following up these children after leaving their special classes has been only begun, in reference to which the paper of Mrs. Ellen F. Pinsent, of Birmingham, may be profitably read. (See the *London Lancet*, February 21, 1903.)

It is not uncommon to find defects of sight and hearing in school children whose teachers and even whose parents are unaware of the defect. Such children are often falsely thought stupid or feeble-minded. It is of the highest importance for the welfare of such children that their cases should be understood; and it ought to be a universal rule that the vision and hearing of all backward children should be tested by specially skilled physicians. The attention of teachers ought to be directed to this source of mental incapacity and their enlightened aid invoked in the needed reform.

^aThe Report of this Office for 1896-97 contains (Vol. I, pp. 141-160) an article on "Special schools and classes for children of limited mental capacity." In the Report of 1899-1900 is reprinted (Vol. II, pp. 1341-1343) a report made to the Civic Club of Philadelphia on "Backward children in the public schools."—Ed.

^bThe number of scholars of this class in Germany is given by Wintermann (1900) as 7,013. In London in 1899-1900 there were 3,700 children in 115 classes.

Schools for the feeble-minded among public-school children have been established in Providence, R. I., Springfield, Mass., Boston, Philadelphia, and New York, in the order given. They go by different names, but their object is the same.

PROVIDENCE.

The first schools for the feeble-minded in America, in connection with a public school system, were established in Providence in 1894. There already existed some classes of backward and troublesome boys, called disciplinary schools; among these boys were some of a feeble-minded type who were then taken out and placed with others selected from the public schools, forming three special classes of 15 each. These classes have remained under the direction of Miss Ellen Le Garde, director of school gymnastics, and are designated as "Classes for backward children." They comprise boys and girls. The correction of bodily weakness is, along with sense-training, made the foundation of their schooling. The career of those who leave is followed up and several have been earning a living in shops for two or three years past; a very few have been successfully placed in school grades.

SPRINGFIELD, MASS.

The term "special" applies here to two kinds of classes, one of which is intended for simply backward children, and is expected to prepare them for the grammar grades; the children as seen looked bright and promising. The class to be here described is composed of defective children, and corresponds to the classes described under the head of "Boston."

The class was established by the superintendent, Dr. Thomas M. Balliet, in May, 1898. It was at first designated a "School for peculiar children," but that phrase has been dropped. A bad feeling was aroused at the outset by a newspaper cartoon describing a "dunce school," with dunce caps on the children's heads. The class has outlived the attack, and public opinion is now very friendly, though there is an unwillingness on the part of parents in many cases to have their children assigned to it.

The control is principally in the hands of the supervisor of primary schools, and the responsible conduct of the class has been largely left in the hands of the teacher, who is a trained kindergartner. The place is a well lighted, tasteful room in the Hooker grammar school building. The other children in the school show a friendly interest and are surprisingly kind, with a sort of patronizing attitude when they meet them in the yard or corridor. The hours are from 9 to 12 and from 2 to 4.

The aim of the class was to train for self-support where that could be looked forward to. Of 30 boys and 5 girls who have been in the class 6 have been promoted to grades, 4 to ungraded classes; the 6 are doing well, from the second to the sixth grade. Nine have gone to work in factories, receiving from 60 cents to \$1 a day, of whom 3 are distinctly feeble minded and 6 below the average. One low-grade defective who left school is unemployed.

The number is limited to 15; the entrance age is 6 to 14 years. The car fares are paid by the public, for those living at a distance.

There is much difference between the pupils. One-third compose a sort of training class or prekindergarten. Two-thirds are in reading and number work corresponding to first grade; but one is doing second and one third grade reading; a boy of 13 reads "Seven Little Sisters" easily, but lacks development in other qualities. Some can add $3 + 4$; 2 (of the 9 present) can tell time.

Physical training is a prominent feature and is well conducted. Two-thirds receive the Swedish drill for fifteen minutes a day, and their performance in very simple movements was very creditable. They are visited by a special gymnastic teacher occasionally. They use the "medicine ball" and other kinds in collective

class work to train their defective hand power by tossing, bowling, bouncing, throwing through a ladder, etc. There are dumb-bells and clubs. I understood that they do not at present have opportunity for free play.

In manual training, they have made some of the sloyd articles, but have also made practical shelves and carts. The boys have made the ladder and the balance beam for practice in walking, both of which are much valued. They receive weekly a short instruction in clay work, followed by drawing. They do not practice basket work nor learn sewing. They have the kindergarten hand work (but not the games), and the elementary apparatus for sedentary work at the desk in sense-development is well employed. They have had a small garden for two years; a gift of \$10 worth of bulbs was highly appreciated and enjoyed in the planting. Excursions are occasionally made to the country with their teacher.

The class is well and intelligently conducted.

BOSTON.

The credit of the establishment of these classes in Boston is due to Mr. Seaver, superintendent of schools, who, with the sanction of a special vote of the board, engaged a teacher in the autumn of 1893 and placed her over a class of 15 children in January, 1899. Since then the classes have gradually increased to their present number of 7, placed at widely separated points in Roxbury, the South End, the West End, East Boston, South Boston, and Charlestown.

The original plan was very simple, and has been carried out in a conservative way. The best possible teachers were selected—women of experience as teachers, acquainted with kindergarten methods, some of whom had been trained by regular service at Barre and in Mrs. Seguin's school, while others had been sent by the board to spend three months in residence at Elwyn previous to taking classes in Boston. These teachers were practically allowed to act as their own judgment dictated. There was no requirement, scarcely even a suggestion, as to the methods to be used; the work done is very much the same as in State schools for the feeble-minded, and such differences as may be observed between individual classes are chiefly matters of minor detail.

The number of pupils is limited to 15 in each class, and car fares are paid when necessary. The one-session plan has always been in use; at first 9 to 12, now 9 to 1, with 20 minutes' recess for free play with football, etc. Handballs are much used in the rooms, and bars, punching bags, and a few other gymnastic helps are being introduced. Kindergarten games proper are restricted by the absence of assistants, and (except in one room) of pianos; but they are in use.

Previous to the opening of the first class a list of 200 pupils had been secured from the masters of schools as unsuited for regular school work, from whom selection was made of the most urgent cases. A later inquiry revealed more cases, and within the past year about 200 have been carefully studied by Dr. Arthur C. Jelly, in conference with teachers and parents. A considerable number of these have been sent to Waltham, and others placed in the city classes. "Special" is the only designation attached to these classes, although the word is quite inadequate to describe them. They ought to be carefully distinguished from the "ungraded" classes intended for the mass of backward or foreign-born children who need helping on to get them into grade work but are not defectives. The members of the "special" classes are, with few exceptions, defectives.

The history of the original class illustrates this fact. During the four and one-half years of its existence it has had 27 pupils, of whom 15 remain; 2 have been sent to Waltham, 3 transferred to other classes of the same type, and 2 to private schools for the feeble-minded, while 1 has died, 1 disappeared, 1 left on account of ill-health, 1 for home employment, and 1 on account of reaching the limit of age—16 years. The last has been successful in getting employment in a store. Three years after its foun-

dation this class had 2 members who had had rickets, 6 convulsions, 1 epilepsy, 3 were seriously deaf, 4 had difficulty with ordinary movements of walking and skipping, 10 spoke with defective articulation, 2 had deformed palates, and only 3 had good teeth—the whole number being 15.

Though this class has been admirably taught, no pupil can do first-grade primary work efficiently or with an approach to the normal rate of speed, and none are in any single study much beyond the attainments of that grade, except in manual work. Their average age is nearly 12.

There is much difference between classes in ability, physical and mental. In one there is a bright group of half a dozen little ones who contrast surprisingly with three unimprovables, one of whom has to be led by the hand from inability to remember her way about the room. No uniform course of instruction can be laid down where each pupil is a class by himself, as is sometimes literally the case. Grading has not been effected in any case, each class representing the needs of its own district. Most of the classes have been plagued at times with the presence of children of mischievous or obstinate character.

Very little has been done in replacing children in grade work; three or four will be tried in grades this autumn. A few have been tried in regular classes during the afternoons.

Sloyd is taught, as far as the pupils' abilities go; basket work and sewing have been great favorites, and kindergarten material is used freely, especially at the beginning. Teachers rely greatly on hand work for securing interest, and cases are related where what seemed absolute obstinacy yielded entirely to treatment with basketry, peg board, color study, and the like, and the pupils became good workers in their primers. One class has had superior training in clay modeling for two years. The teacher considers that they, now averaging 11 years of age, have made as much progress in clay work as her third-grade primary classes at the age of 8. This result is far superior to the product of their book work, and is very interesting in itself.

The curriculum may be briefly described as embracing physical training, manual training, music, attention, self-control, with elementary number and primer work, and general facts about the clock, the calendar, animals, plants, etc.

No body of persons outside of the school board has taken any part in the organization or direction of these classes. Private aid has been extended, in the loan of a room, in a gift of money for material, in the placing of ten selected children on a farm for six weeks. Two small groups have been taught gardening.

The teachers make much of keeping up friendly relations with the families of the children, and have succeeded in winning their confidence quite satisfactorily. The relations with other children vary. In one school the pupils can not be induced to enter another room; but in general there is little or no unpleasantness, and in one school the children play freely at recess with the rest. This is a class of girls, the only case in which the sexes have been separated.

It can not be said that the problem of these schools has been solved; no one supposes that. The propriety of the method of training is unquestioned, but there may be doubt as regards the choice of pupils, the length of time they are to remain, the grouping and grading of classes, and some other points. Public interest has been much aroused, but the feeling is one of entire confidence in the management. Trade instruction has not been attempted in these, nor indeed in any public school classes of this sort in America.

Many of these children after a few years' training will go back to kindly family relations, with more or less employment, and will be far pleasanter members of the family than before. Others will be liable to be neglected and led astray. I have in mind several girls who, though interesting to the eye, are distinctly, yes, hourly, in need of protection, owing to their childish and pliable rather than vicious natures,

whose fate it will be easy to forecast if protection be not given—and the family does not always give it. But there is a brighter side to the work, and one sees a number of children in the classes who bid fair to turn out valuable members of society. The academic results are not prominent.

PHILADELPHIA.

The first school of the kind we are considering was organized in the Hollingsworth public school in July, 1899, with the approval of the school authorities. Its establishment was based on a report by the compulsory education committees of the Public School Association and the Civic Club,^a and was due to the initiative of these organizations, which supported and managed it under the name of the "Philadelphia School for Backward Children." Two teachers were first employed, with an average attendance of 17, under the supervision of the Haddonfield school and the medical care of Drs. C. W. Burr and A. F. Witmer.

Information of importance is given in the reports of the Public Education Association for 1900 and 1901. From the latter we learn that during the year ending March 1 the average enrollment was 11 boys and 4 girls; the average attendance, 11 children; admissions, 23; discharges, 14. Six had been sent to public schools, 5 to institutions, 3 had gone to work. The medical examinations had been very careful, the instruction good. Manual and physical training were emphasized. Excursions were held weekly, and in summer a school was maintained for household work and gardening under substitute teachers for some weeks.

The superintendent of schools had reported as the result of an investigation that 1,122 children were found too backward for the usual class instruction in 1900. The school census taken in the summer of 1902 gave 204,423 children from 6 to 16. In September, 1901, a new law, creating a bureau of compulsory education, went into effect, and the classes are now under its charge, under the name of Classes for Backward Children. Such are now to be found at the "Special Schools" No. 2 (2813 Fletcher street, A. L. Spencer, principal), No. 4 (2109 Iseminger street, H. Clay Borden, principal), and No. 5 (Marvine, below Oxford street, Mrs. M. Cutting, principal).

School No. 5 was visited. It contains two classes of troublesome or truant boys, two of 32 "backward" boys, one of 12 "backward" girls. The principal controls all these, deals with anxious mothers, and makes things seem all right, and also personally teaches woodwork for three periods in the day; this is the subject best loved by the boys. The truant boys have their recess at a different time from the backward; but there is no clashing and no persecution—they are told that the backward are a kind "that require less strict discipline."

The boys were crowded into one room for opening exercises, which were very spirited and cheering, consisting of good and favorite music, which they knew well.

Twelve girls were found in one room. This class was established October, 1902, being the first separate one; the principal believed in the need of separation of girls of 14 and over from large boys. All of these girls but one were receiving dictation work in spelling at once, different sections taking different words: "vessel, horse, he, packages," etc.

The class of lower-grade boys were in age from 9 to 14. They are of the defective type. The brightest really knows that $4 + 3 = 7$. They can not tell time. One spells words of four letters. One is beginning his education by painfully threading spools. They use beads, peg-board, pasting, and a good deal of raphia work.

The higher-grade boys add columns of four figures, multiply 946 by 84, and divide by 24 by the aid of a written-out table. Some are just adding single digits. They are very carefully taught penmanship by analysis. They may run from third or fourth grade down to early first. Perhaps one or two may return to grade work in

^a See footnote p. 2191.

schools. It is intended to carry them on to fractions, weights, and measures. Their appearance is not far from normal; two had defective hearing.

The session is from 9 to 2, with two recesses of fifteen minutes each. The methods appear to be the ordinary school methods, with some allowance for easing off in case of fatigue; the teachers have a kindergarten training. There is some calisthenics, but no apparatus. Judged as regular school work, the work is good. There is no fixed age limit.

In regard to the future prospects of these children the principal made some observations. For a few, she believed, situations in dry-goods stores are a possibility, but the most are more likely to take up the trade of a carpenter, a painter, etc., and the intervals of idleness which occur in such trades are an element of danger for them. The almshouse seems to hang over most of them; there is a tendency to pauperization, to accept gifts of shoes, etc.; there are one or two whose parents are anxious to put them to work as soon as they reach 13, and parents often quite fail to recognize the defect.

In special school No. 2 there is an old-fashioned, low, narrow, upper room with 19 "backward" boys, the truants being downstairs. There is instruction from a male teacher in making useful small boxes, trays, etc., and Liberty Tadd's work. Of the backward boys some multiply three figures by three figures; some spell words of two syllables; only one can do division. The teacher can manage to work the whole class at once by making six grades or divisions for spelling and seven for arithmetic. Of the lower boys, one reads a few words only, one can only stick pegs, one (after three weeks' schooling) is just winding raphia into rings. There is no clay modeling; the most of the hand work is in raphia, and very good. The order in the room is good, but it is the last half hour of the five (9 to 2), and the observer's impression is that the session is too long for profitable work, and that the teacher and children show it. The influence of the woodwork must be beneficial.

The grading practicable in school No. 5, though only in two rooms, places them at a great advantage compared with the class last seen. Two physicians give volunteer care to the eyes and the general health of No. 5.

NEW YORK CITY.

The visit to this place proved unexpectedly interesting, as revealing the commencement of a new and spontaneous movement. My first visit was paid to City School No. 1, where Miss Farrell has conducted a class for several years. There were 15 boys present, principally east-side boys of foreign origin, sons of "business men," some of whom were being prepared for the fourth or fifth grade. The teacher did not think the experiment in this direction had proved particularly successful, as several have been rejected. Quite a number appeared intelligent and were working rapidly in their arithmetic books. In reading they gave the sense well and spiritedly (Fourth Reader). One boy has been quite an invalid; could not read a word five weeks ago, when he entered, and is now in First Reader. He expects to enter a grade next fall. They do facings correctly and promptly. But along with the more promising there are one or two pretty low and unhelpful cases markedly defective.

The boys are excitable and hard to control, and the credit of what has been done is directly due to the teacher. One of the customs of the class is a rest period of five minutes every hour, with the head on the desk and eyes closed. The woodwork and the window-garden work and study seemed distinctly suited to the boys.

It was here that I learned of the interest taken in the defective and backward children by the principal of School No. 77, Miss Julia Richman.

This lady has, within a few weeks, secured permission from the school board to set aside for instruction in special classes those unable to continue in regular grades. In her school of 1,460 girls she found 29 such cases, or 2 per cent. To these she

added a few from outside, and divided them according to their ages, making an older class of 20 and a younger of 17 children. In the first class alone, 13 are suffering from adenoid growths. She has been greatly encouraged and assisted in her benevolent intentions by Dr. Oppenheim, of this city.

The division by ages seems to be a judicious arrangement. In the older group there are some cases of very marked mental deficiency, so marked that they can hardly profit much by attendance even in this class. Their manner was dull and quiet in contrast to the natural, pleasing, and lively ways of the younger class, whose age averages $8\frac{1}{2}$, and of whom only two or three are considered defective, the rest having lost standing from backwardness. It is hoped that most of these younger children may be sent back to grades, though, perhaps, they may at a later time again require help.

The ladies who conduct these classes were chosen from the teaching force of the school. The plan of operations is so far rather tentative; the younger children are shown a good deal of nature in the open air. There has been no means of training these teachers, but they have since had opportunity for visiting the Boston special classes and the State school at Waltham, being most hospitably received in both places. The attitude taken by the school board, as far as I can learn, is encouraging. The first step has been taken in New York without prepossessions or pedantry, and a further step will be awaited with great interest.

CHAPTER XLVIII.

CHANGES IN THE AGE OF COLLEGE GRADUATION.^a

By W. SCOTT THOMAS,

Teachers College, Columbia University.

The belief seems to have become general that the American boy of to-day takes his first collegiate degree—A. B. or its equivalent—a good deal older than his father took his and a great deal older than his grandfather. The present study was undertaken with a view to determining from actual records the measure and rate, if real, of this increase. The plates and tables that are presented herewith tell, in the main, their own story; my task will be little more than the making of a running commentary upon these.

The calculations are based upon nearly twenty thousand cases and include the graduates of eleven colleges, representing all parts of the country except the extreme West. If undue weight seems to be given to the New England colleges, my excuse is twofold: First, the proportion of colleges that date back fifty years or more is much larger in New England than elsewhere; secondly, I have used all the published material I have been able to find, in the shape of alumni catalogues, which give the date of birth of graduates. These have, moreover, been largely supplemented by private information very kindly furnished by the officers of colleges whose general catalogues do not come down to the year 1900.

The results are given in decade periods for the double reason that shorter periods are unwieldy, becoming too numerous, and because the longer period is more reliable. Two or three year periods often show what seems a very decided trend in a given direction; but this is in all cases decidedly modified, if not entirely obliterated, by the addition of the remaining years of the ten. The results thus win stability and evenness.

Before beginning the discussion of the tables and plates, one further word of explanation may be given. It will be noted that in Table I and elsewhere the median age is used rather than the average age. The reasons for using the median age—the point above which and below which, respectively, one-half of the students in each decade graduate—are evident. In the first place, the labor of finding the exact arithmetical average of the age of graduation of 20,000 students would be enormous; and when found it would not give us what we wish, viz, the age at which the students, or a definite percentage of them, actually do graduate. It is evident that a few students graduating in a class above 40 years of age—by no means an unheard-of state of affairs—would unfairly raise the average age of that class, since it is manifestly impossible to graduate twenty years below the normal age. Again, a class, or series of classes, may graduate a considerable number of its members below 20, while a still larger number graduates above 24 or 25. The curve of distribution

^a Reprinted by permission from the Popular Science Monthly, June, 1903.

of the ages of graduation will then resemble the letter M. Manifestly, in such a case, which occurs several times, the arithmetical average tells us nothing of value. Finally, the median age gives us the exact information that one-half the students in question graduated at or above the given age and the other half at or below it. The curves of distribution, moreover, given in the plates for all graduates and all colleges for the years 1850-1859 and 1890-1899 show exactly what percentage graduated at each age.

TABLE I.—Median ages of graduation by decades.

	Dartmouth.		Middlebury.		Bowdoin.		University of Vermont.		Adelbert.	
	Age.	No.	Age.	No.	Age.	No.	Age.	No.	Age.	No.
1770-1779	23-0	78								
1780-1789	23-1	150								
1790-1799	23-2	336								
1800-1809	22-6	323	22-10	76						
1810-1819	22-9	330	23-1	194	20-4	106				
1820-1829	23-1	328	23-0	137	20-8	258	22-4	59		
1830-1839	22-5	381	23-4	242	21-7	289	22-7	80	23-0	41
1840-1849	23-8	586	22-8	109	21-9	356	22-0	184	23-2	125
1850-1859	23-8	583	23-3	121	22-1	335	22-4	168	23-0	98
1860-1869	23-1	491	23-5	152	22-10	345	22-6	91	22-10	160
1870-1879	22-10	593	23-4	111	22-5	321	22-6	98	22-9	217
1880-1889	22-10	527	22-11	86	22-8	303	22-8	108	23-0	251
1890-1899	22-9	678	23-2	125	22-7	481	22-9	215	22-9	156

	University of Alabama.		New York University.		Wesleyan.		Oberlin.		De Pauw.		Syracuse.	
	Age.	No.	Age.	No.	Age.	No.	Age.	No.	Age.	No.	Age.	No.
1830-1839	20-4	57	20-2	73	23-0	107	24-11	34				
1840-1849	20-3	126	20-3	147	23-3	231	25-6	122	21-7	63		
1850-1859	20-9	173	20-7	102	23-4	231	25-2	120	22-9	89	23-11	23
1860-1869	20-0	43	20-8	128	24-0	260	24-0	176	23-2	115	24-0	29
1870-1879	20-3	66	21-6	141	23-8	325	24-3	270	23-1	230	24-6	133
1880-1889	20-6	209	21-1	154	23-3	323	24-3	267	23-2	317	23-9	224
1890-1899	20-2	270	21-8	115	23-6	456	23-11	403	23-9	371	23-11	264

We now come to a consideration of Table I.^a The most obvious and surprising thing that strikes us at first sight is the fact that our assumed great increase in the age of graduation, taken generally and so far as our material reaches, is absolutely nonexistent.

^a In Table I, decade "1770-1779" equals Dartmouth 1771-1779; decade "1800-1809" equals Middlebury 1806-1809; decade "1830-1839" equals Alabama 1832-1839, New York University 1833-1839, Oberlin 1837-1839, Wesleyan 1833-1839; decade "1850-1859" equals in Syracuse 1852-1859. In each case the corrected year marks the date of the first graduating class. In decade "1890-1899" Adelbert includes only the years 1890-1895; New York University, 1890-1894; Syracuse, 1890-1898. In Alabama University there were no graduates for the years 1866-1871, inclusive. During several of these years the university was closed.

The data for the decade "1900-" are as follows: Dartmouth, Oberlin, De Pauw, each, class of 1900 only; Wesleyan, Alabama, and Vermont, classes of 1900-1901; Bowdoin, 1900-1902. The whole number of cases in this "decade" is 572.

In reference to the degrees included in the investigation, I have attempted to use only A.B., Ph.B., and B.S. In a few instances the last-named degree seems to be used as a semiprofessional degree, implying, for instance, that the student has taken an engineering or some such course not purely "cultural." It seemed impossible to shut out entirely cases of the semiprofessional degrees. The number of them is, however, too small to materially influence the results. In Dartmouth College the graduates of the Chandler Scientific School are not included in the calculations, for the reasons above given. The justice of the exclusions above referred to is evident at once, for the examination is an attempt to show the changes that have come about in the college course as formerly understood; that is, when it did not include the study of a profession within itself, as several of the present courses do.

Only young men have been considered in my inquiry. It is interesting, however, to note that if young women had been included in the investigation the averages and medians would have, in almost every case, been materially reduced. In other words, the young woman is either more highly selected as a student or she meets with fewer hindrances external to her work while going through high school and college. At any rate, whatever the cause or causes may be, the young women graduates are, as a rule, younger than the young men in the same college. This subject is worthy of a separate inquiry.

The median age of graduation in Dartmouth, for instance, has in one hundred and thirty years fallen three months; in one hundred years the median for Middlebury has risen four months. But note that in 1830-1839 the median for Middlebury was two months higher than now. In the case of Bowdoin there has been a steady rise to a little over two years, which, however, reached its maximum in the decade beginning in 1860 and has since been falling. In seventy years the University of Vermont median age has risen but two months, while in the same period that of Adelbert College has fallen three months. Again, we may compare the New York University with Oberlin College. While the age at the former has in sixty years risen one year and five months, in the latter it has fallen one year and seven months. It may be noted in passing that the number of graduates in the given time is in Oberlin about double that in the New York University. Finally, we may call attention to the fact that in the University of Alabama and in Syracuse University the age of graduation has remained practically unchanged, with a slight tendency to decrease.

So much for the general aspects of Table I. It will be of some interest to consider somewhat closely the changes that have come within the last two generations of college graduates, or since 1850. At this period all the colleges in our list are available for comparison; and it is since the beginning of this period that practically all the modern development of the American college has taken place. What happened before 1850, while it may be interesting, can not have the importance for us now that the changes of the past fifty years have.

At the outset, we note that of the eleven colleges in the table, the median age for one only remains quite unchanged—Syracuse. The following show increases, in months: Bowdoin, 6; Vermont, 5; New York University, 13; Wesleyan, 2; De Pauw, 12; total, 38. The following show decreases, thus: Dartmouth, 11; Adelbert, 3; Alabama, 7; Oberlin, 15; Middlebury, 1; total, 37.

TABLE II.—Average of median age of graduation for past fifty years.

	1850-1859.	1860-1869.	1870-1879.	1880-1889.	1890-1899.
Dartmouth.....	23- 8	23- 1	22-10	22-10	22- 0
Middlebury.....	23- 3	23- 5	23- 4	22-11	23- 2
Bowdoin.....	22- 1	22-10	22- 5	22- 8	22- 7
University of Vermont.....	22- 4	22- 6	22- 6	22- 8	22- 9
Adelbert.....	23- 0	22-10	22- 9	23- 0	22- 9
University of Alabama.....	20- 9	20- 0	20- 3	20- 0	20- 2
New York University.....	20- 7	20- 8	21- 6	21- 1	21- 8
Wesleyan.....	23- 4	24- 0	23- 8	23- 3	23- 6
Oberlin.....	25- 2	24- 0	24- 3	24- 3	23-11
De Pauw.....	22- 9	23- 2	23- 1	23- 2	23- 9
Syracuse.....	23-11	24- 0	24- 6	23- 9	23-11
Average of totals.....	22- 9.6	22- 9.3	22- 9.9	22- 8.3	22- 7.5

The net result of the changes that have come in the age of graduation in these fifty years is more clearly presented to the eye by Table II. Here is presented a view of the medians for all the eleven colleges, wherein each college is given an equal weight, regardless of whether it be a large or a small college. By this method, then, is avoided the overweighting which a large college, like Dartmouth or Bowdoin, would otherwise exert on the results. The results show that in only one decade is the average of medians as high as that of 1850-1859. Moreover, the last two decades show a slight decreasing tendency, making a net reduction in fifty years of two months for all the colleges.

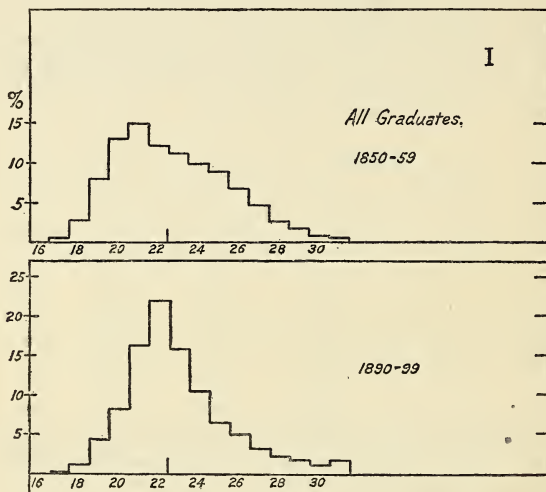
Thus far we have dealt with the median age of graduation as distinct from the average age, and reasons have been adduced to show why the former is preferable to the latter as the measure in our present study. Inasmuch, however, as the arith-

metrical mean is the one in most common use, and further, as some may still feel that it, if investigated, would show the rise that has been supposed to exist, we will consider the data and results that Table III shows. In this table are shown the

TABLE III.—Average age of graduation for the past fifty years.

	1850-1859.	1860-1869.	1870-1879.	1880-1889.	1890-1899.	Cases.
Dartmouth	23- 9.4	23- 6.7	23-4.9	23- 1.3	23- 2.7	5,362
Middlebury	23- 8.1	23- 6.5	23-5.8	23- 6.5	23- 8.1	1,386
Bowdoin	22- 6.4	22-11.7	23-0.0	23- 1.6	23- 2.4	2,797
Vermont	22-11.5	23- 3.3	22-8.6	23- 3.4	23- 0.2	1,003
Adelbert	23- 9.6	23- 7.2	23-2.4	23- 2.4	22-10.8	1,048
University of Alabama	21- 0.0	20- 1.8	20-2.4	20- 3.6	20- 6.0	949
New York University	21- 1.6	21- 2.3	20-8.4	21- 7.5	21-10.8	860
Wesleyan	23-10.8	24- 3.3	24-2.8	23-10.2	23- 6.1	1,933
Oberlin	25- 0.7	24- 7.5	24-5.3	24- 8.7	24- 3.9	1,392
De Pauw	22- 2.4	23- 8.4	23-8.4	23- 9.1	23-10.3	1,185
Syracuse	24- 1.6	24- 5.0	24-7.7	24- 8.6	24- 7.5	751
Average of totals	23- 1.3	23- 3.4	23-0.8	23- 2.3	23- 1.9	.....

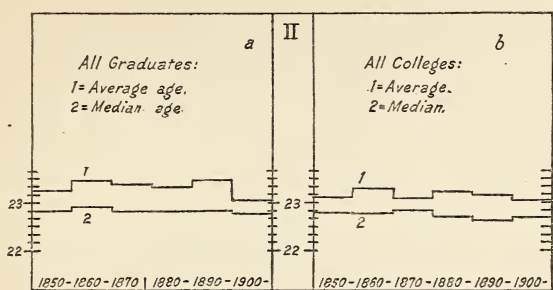
arithmetical averages of each college by decades, supposing that the students graduating at any given year of age, say 22, are about equally distributed throughout the months of the year, thus giving an average for the given year of, say, 22.5 years.



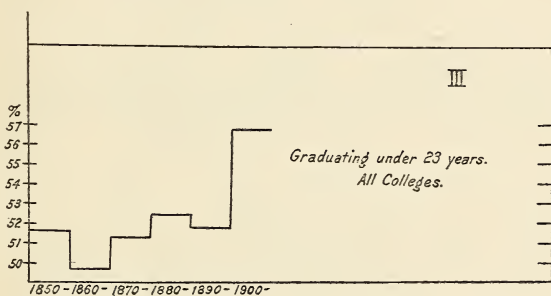
With small numbers this assumption is not without its liability to error; but with numbers so large as we have, the errors are found by actual trial practically to negate each other; so that we can rely upon the results as being, for all practical purposes, and in the main, substantially correct.

The first striking thing to be observed in Table III is the fact that the average age is a few months higher than the median throughout in the totals of all colleges. In the past fifty years the average age of graduation has remained quite unchanged, while in the past forty years the average has fallen one and a half months. This difference is, however, probably too small to be in itself significant, so that we may conclude that there is neither any actual change in the average, nor any definite tendency observable toward rising or falling.

In the above discussion of averages each college has been given the same weight as every other. Now, we may look at the same matter from another point of view.



We may bunch all the graduates as though they were all students of one great college; and, still assuming that they will be about equally distributed through the months of any given year—an assumption which by the now very much larger numbers is

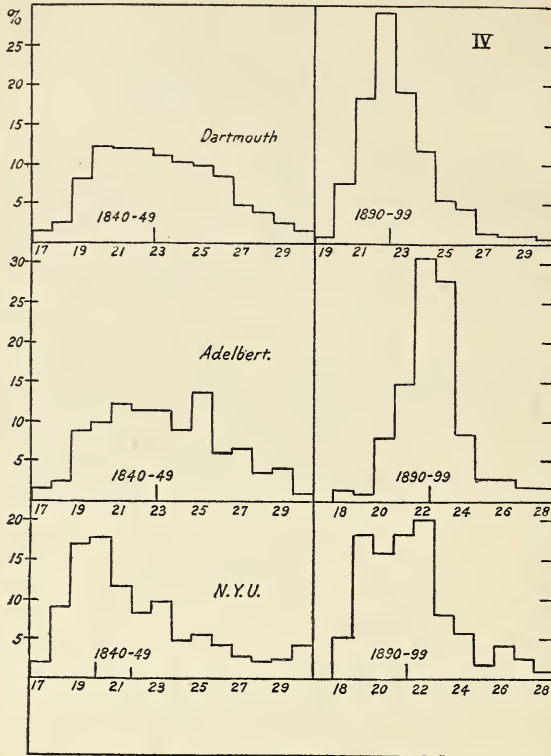


made doubly secure—we may take the average for the five decades since 1850. By this method we obtain the following results:

	1850-1859.		1860-1869.		1870-1879.		1880-1889.		1890-1899.		1900-	
	Years.	Months.	Years.	Months.	Years.	Months.	Years.	Months.	Years.	Months.	Years.	Months.
Average	23	3.0	23	5.4	23	4.8	23	3.9	23	6.1	23	0.5

Even here, where every concession possible is allowed to the weighting of the averages by the few colleges which in the last decade have relatively much larger numbers, together with their consistently higher average age of graduation than in the earlier decades, we still find no change of any significance. At the very best, or worst, the change in fifty years past has been only three months. While now, if we may use for the sake of further illustration the available data of the colleges for the decade beginning 1900, we find on an average three months less than that of 1850-1859. The colleges included here are those seven which furnished for the decade

1890-1899 over 81 per cent of all graduates, and include all the colleges except New York University, Adelbert College, Middlebury College, and Syracuse University.

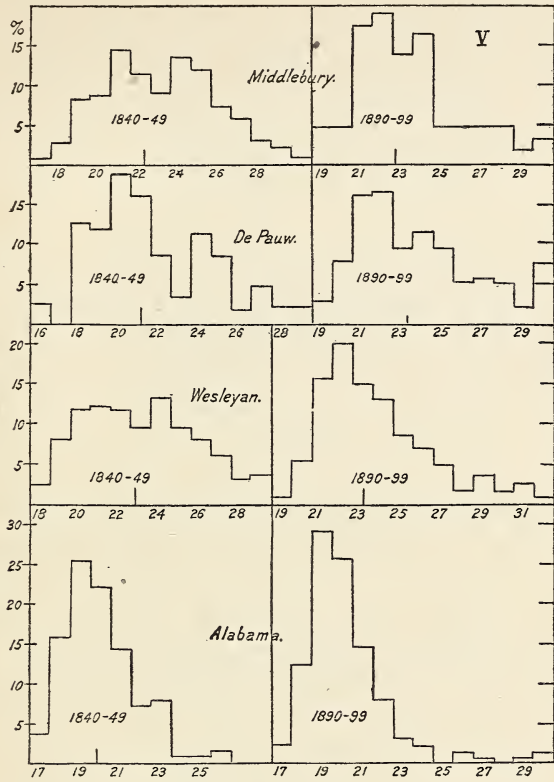


It will be noted that all the largest colleges are included, and that of those omitted two are above and two below the average in the decade 1890-1899.

We may now turn from the consideration of the tables to an examination of the plates. Plate I shows the percentage of students actually graduating at each age—16 years to 31 years—in which last category are bunched for convenience all graduates of the age of 31 years or over—for the two decades 1850-1859 and 1890-1899, respectively. The upright line on the base in the twenty-second year marks the actual median age of graduation of all students for the decade. It will be noticed that its position remains absolutely unchanged. Perhaps the most noticeable exhibition presented by this plate is the pushing of the great bulk of graduates in the last decade into the comparatively narrow compass of the years 20-24, and the consequent great reduction of the numbers graduating above or below these limits as compared with the earlier decade.

One further observation is worth making: At first sight it appears that the mode—the year in which the largest number graduates—is in the first decade, the twenty-first year; while in the second decade this has been pushed up, and is now the twenty-second. In this there are two matters of significance. First, while the mode in the first decade is 21, the percentage here is still less than it is in the same year in the next decade, where the mode appears as 22; secondly, the reduction of the

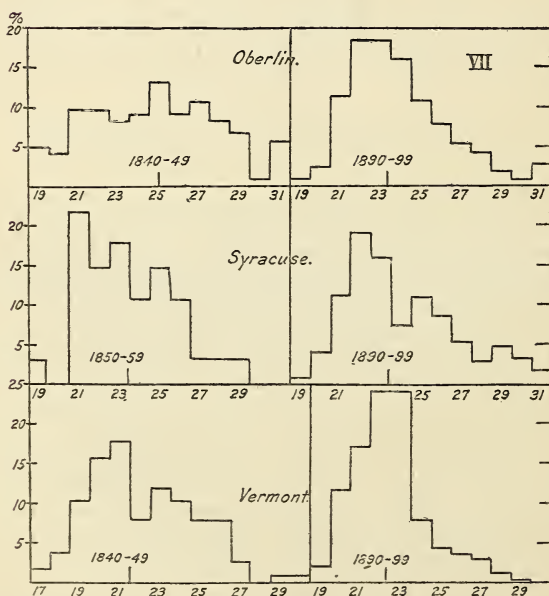
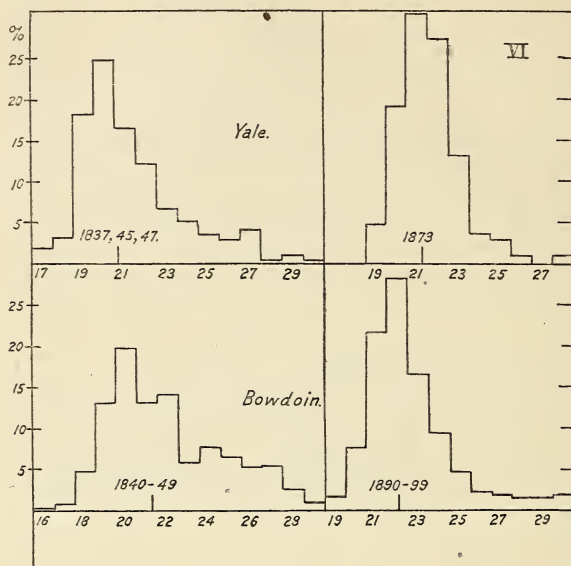
percentages in the years below the twenty-second in the second decade is largely due to the fact that in the first decade two or three colleges which have a high median



age of graduation have in this decade very few students, while in the last decade they have a relatively very much higher number of graduates, thus acquiring an undue influence in the second decade, and failing to exert this influence in the first decade. This fact, which does not come out in this plate, becomes much clearer if we take decade 1860-1869 for comparison with decade 1890-1899.

Plates IV, V, VI, and VII present the evolution of the individual colleges during the last five or six decades in the matter of concentration of the body of graduates into a few years. We may in a measure take the degree of this concentration as an indication of the homogeneity of the student body and of the organization of the educational machinery that prepares the students for college. It will be noted that while there is the greatest difference in the degree to which the condensation has gone on in different colleges, there is, nevertheless, a distinct and uniform tendency toward this concentration, which must in every case be set down as a distinct advantage to the college. The ideal types may be said to be very nearly approximated by such curves as those of Yale, Plate VI, Adelbert and Dartmouth, Plate IV, and Alabama, Plate V. Such a curve as that of Dartmouth, which we may take as the type which all the other colleges more or less closely resemble, shows most clearly that the college has changed in sixty years from a place to which a young man might go for study at any age to a place to which young men go as a matter of business, so to speak, and at a definite period of their life. In other words, the going to college has

become a matter of social organization, with its very definite place in the life of the youth. The intermediate decades, which lack of space prevents our showing, present curves which show how gradually this change has come about. It seems,



further, a safe conclusion to say that all the colleges that have not yet reached the high degree of concentration which some show are, nevertheless, distinctly destined to come to it, unless some unseen force changes their direction of development.

It should be noted, in passing, that an anomaly, such as the curve of Syracuse for 1850-1859, is due to the small number of cases. There were but twenty-nine graduates in this decade.

Plate II presents in graphic form the same facts that have been given in the tables. Division "a" shows in the upper line, marked "1," the average age of all graduates as presented in Table III, "Average of totals," plus the data for decade 1900, so far as available, also referred to above. The second line, marked "2," gives the actual median age of all graduates considered as students of one college. It will be noted that, while the median has remained practically uniform throughout, the average has varied, but with no marked tendency either up or down.

Plate II "b" presents the same facts as "a," except the units of comparison are now colleges instead of individual students. While, as would be expected from the small number of cases, the fluctuations are greater than in the "a" division, the same absence of pronounced trend in either direction is easily observable.

There is one tendency in American education which it seems we may accept as established beyond cavil, viz, that for the future the public high school will take the place of the old academy as the institution in which the average boy will receive his training antecedent to entering college. In the days of our grandfathers the prospective college student received his preparation for college either under the private instruction of his pastor or in one of the academies of the time. In either case the body of college-going boys was a highly selected one—a class who had both the tradition of the scholarly life and, to no small extent, the taste and opportunities to follow this tradition. Then, even more than now, the college turned out men whose future work was to be the ministry, law, or medicine.

With the advent of the public high school and the growing tendency of colleges to accept its graduates for entrance to college courses, we should expect to find two or three changes in particular becoming manifest: First, we should expect to find the college-going students less selected along the lines of intellectual aptitudes and scholarly traditions; secondly, we should expect a greater scope of life employment among the college graduates, and, thirdly, we should anticipate a natural advance in the age at which boys would go to college as a result of the above-named circumstances, with all that they imply. Now, our public school system is, for the most part, so constructed that the normal age for a boy to finish his high school course is in his nineteenth year, making his age of graduation from college between 22 years and 22 years 11 months, inclusive.

From this point of view it becomes important to examine our data with a view to finding out in how far these influences which would be expected to raise the age of graduation from college have been active over other conditions which have negated them, or vice versa. Plate III shows the percentage of students that actually graduated in all colleges under the age of 23 years since 1850—the date at which the data for all our colleges become available. Comment is hardly necessary here. With the exception of decade 1860-1869, which evidently shows the effects of the civil war, the trend has been unmistakably upward. Even if we throw out the figures for 1900—which represent, as explained above, all the available data from the colleges that in 1890-1899 furnished over 81 per cent of all graduates—the trend is still unmistakably upward.

Concerning the influences that have been instrumental in causing the marked rise in the median or average age of graduation in certain colleges in our list, it is not possible to speak with certainty for all. In the case of one or two, such as New York University and Bowdoin College, it would seem that the rise is due to an increase in the requirements for admission. In the case of certain other, pronouncedly denominational institutions, as DePauw and Syracuse, there is one element separable from perhaps others that may be surmised, which has played an important rôle. This is found in the decidedly high average or median age of those

young men who go into the ministry. The following shows the conditions in the two institutions just named:

DePauw University (1). Syracuse University (2).

	Median of non-ministers.		Median of ministers.		Per cent of ministers.	
	(1)	(2)	(1)	(2)	(1)	(2)
1850-1859	22 1	23 8	25 5	25 6	27.2	27.6
1860-1869	23 1	23 3	23 3	24 6	22.8	41.6
1870-1879	22 7	23 11	25 6	25 9	25.2	28.5
1880-1889	22 11	23 3	25 3	25 6	25.4	31.7
1890-1899	22 9	23 2	26 9	26 7	22.2	30.7

It thus appears that our medians for these two colleges, as shown in Table II, would, with this element of disturbance removed, give quite different results. Thus, the median of the last decade for DePauw would be lowered by just twelve months, while that of Syracuse for the same decade, instead of remaining the same as that of fifty years before, would be lowered by nine months.

While I have not been able to work over the data for the other denominational colleges completely enough to give the results here, there are nevertheless many indications that a similar state of affairs prevails, though probably in different degree.

In conclusion, we may sum up our findings as follows: The increase in age of graduation from college in general has been tremendously exaggerated. It exists only for certain institutions, while others show a corresponding decrease.

The normal age of graduation, as our school system is constituted, is below 23 years and above 22; our results show that more students graduate now within those limits than ever before; that the gradually organizing secondary education tends to make this percentage increasingly larger. (Nearly 85 per cent of all graduates of the Johns Hopkins University in the twenty years since its founding to 1899 have been within these limits.)

If entrance into professional life is later than formerly, the cause must be sought elsewhere than in the college and preparatory school.

Whereas it was once possible for a boy to graduate from college at 16 or even younger, though very few really did so, this is true no longer. But the young man now, as a consequence, leaves college with very much higher academic attainments, and but little, if any, older than was his father or even his grandfather.

All colleges show, in different degrees, an increasing diminution of range in age of graduation. This shows that the secondary education is becoming better organized.

If, now, the age of graduation which we have shown to be the prevailing one, viz., 22.5 years, be deemed still too old, three means of reducing this would seem to be possible: First, cut off one year from the college course, without lowering the entrance requirements; secondly, in view of the far greater efficiency of the secondary school, reduce the entrance requirements to college and, retaining the four years' course, permit the boy to enter college, say, a year younger; thirdly, drop one year from the college course, increase the length of the actual weeks of residence and instruction to thirty-eight or forty, and endeavor to disabuse the mind of the average collegian of the belief that college is a place to dawdle and loaf four years for the sake of a degree that he does not earn, but which he generally gets just the same. The college would then have a serious opportunity to prove its right to existence, and if it succeeded the present diletantism of college life would tend to disappear.

One further suggestion we may venture to make. Every boy that has the native capacity to do college work should be put into the high school in the fall after he is 14 years old, regardless of whether he has done all the prescribed grammar school work or not. If he can not then get ready for college by 18, don't let him go to college. He is not cut out for the strenuous intellectual life.

CHAPTER XLIX.

REPORT ON SCHOOL STATISTICS, MADE BY A COMMITTEE OF THE DEPARTMENT OF SUPERINTENDENCE OF THE NATIONAL EDUCATIONAL ASSOCIATION.

[This report, reprinted from the Proceedings of the N. E. A., appeared in the Annual Report of this Office for 1897-98, Chap. 29. It is here again reprinted for information and suggestions.]

THE DEPARTMENT OF SUPERINTENDENCE.

GENTLEMEN: Your committee, consisting of the undersigned and Messrs. James MacAlister and George P. Brown, holding over from the last year, conclude their report^a

^a PRELIMINARY REPORT, MADE IN FEBRUARY, 1891.

GENTLEMEN: Your committee, appointed at the last annual meeting for the purpose of considering and reporting on the subject of school statistics, beg leave to offer the following preliminary report, setting forth the results of their studies on the subject, and postponing for another meeting, or for the work of another committee, if it be your pleasure, the completion of the details of a scheme of statistics which will afford the data required for a comparative study of domestic and foreign educational systems.

Your committee would first call attention to the object and purpose of collection of statistics, which they conceive to be the following:

Statistics reveal the nature and efficiency of the powers and forces involved in a process. Forces and powers are revealed in their results. Their results are of little moment, if dead results, except as they indicate what the living power has been and still is. In matters of education we inquire into the aims and purposes of the educative process, and learn this by a quantitative study of the means employed and the results obtained. It is evident, therefore, at the outset, that the quantities given by our statistical tables can have no significance except in connection with the qualitative elements involved. We pass over at once from the how many to the what kind. We seek again new quantitative data that may indicate the quality, but we never reach quantitative data that are significant in and for themselves.

Your committee would suggest as the four principal heads under which school statistics may be grouped: First, attendance of pupils; second, course of study; third, teaching forces and appliances; fourth, support—revenue and expenditures. Under these four heads they would group the following details:

I. Statistics of attendance should answer questions like the following—(a) How many? (b) How long? (c) Who?

That is to say: (1) How many pupils in the aggregate? (2) How many relatively to the entire population? (3) How many relatively to the population of the school age, say 5 to 21, 6 to 14, or some other period agreed upon? Then this item should be further defined in five items: (1) How many enrolled during the annual session of school? (2) How many as average belonging? (3) How many in actual average daily attendance? (4) How many were dropped and afterwards readmitted? (5) The number of cases of tardiness.

Under the second item of attendance (How long?) we wish the number of daily school sessions for the year, and the hours of a school session, the length and hour of recesses and intermissions.

Under the third item of Who? we include such items as—(1) How many of each sex? (2) How many at each year of age, and the average age? (3) Race. (4) How many born in the town or State where the school is situated? (5) How many born in other parts of the same nation? (6) How many born abroad? (7) Occupations of parents.

II. Under the second of our four chief heads we should ask for statistics regarding the course of study, and thus determine by this grade of schools as follows: (a) Kindergarten; (b) primary and grammar schools; (c) secondary education; (d) higher education.

We should ask very carefully as to the relations of these items to the first class of items, especially age, sex, and average attendance.

The primary and grammar schools are to be distinguished from the secondary schools by the fol-

on statistics by offering, first, a list of the items which, in their opinion, should be collected to show the workings of a school system.

They have arranged these items in three classes. The first class includes the essential data which should be taken every year, and from all schools. This first list contains the essential and indispensable items for every annual report.

The second list contains the more important of what we may call occasional statistics, and should not be expected every year, perhaps, nor from all schools. A State superintendent may, for example, collect statistics one year regarding the place of nativity of pupils and parents, another year he may take occupations, and another year he may collect items regarding the preparation of the teaching force.

In our third list we have included still less essential items, which may be collected at still rarer intervals.

In the next place, we have given a tabular summary showing in detail the items actually collected in the several States of the Union, and side by side with it an exhibit of the statistical items collected in the several countries of Europe. As these details can not be read before an audience, your committee submit the same for printing in an appendix, hoping that they will be found useful to State officers in the preparation of their forms and blanks for collecting these returns.

All of which is respectfully submitted.

W. T. HARRIS,
Chairman of Committee.

APPENDIX I.

SCHOOL STATISTICS.

I. FUNDAMENTAL ITEMS.

1. Number of children of legal school age, classified by race and sex (school population): a, White males; b, white females; c, colored males; d, colored females.

NOTE.—These letters, a, b, c, d, are used in these tables always to indicate race or sex as here indicated.

lowing tests: The introduction of algebra, or of an ancient or modern language, marks the beginning of the secondary course of study. The higher course of study should be marked by analytic mathematics, or by logical and philosophical studies, or by advanced language studies.

III. The third general head, "The teaching forces and appliances," includes: (1) Buildings and accommodations; (2) size of schools under one principal teacher (or else number of pupils per teacher); (3) number of teachers; (4) supervision; (5) means of training teachers; (6) examinations of teachers; (7) methods of discipline and instruction used by teachers.

IV. The fourth general head, "The support of schools," includes—

(1) Revenue. Items of. (a) Receipts from State and local taxation; (b) receipts from funds or productive property; (c) receipts, if any, from tuition.

(2) Expenditures. (a) For teachers' salaries, including supervision; (b) incidentals, including janitor hire, fuel, apparatus, and other current expenses; (c) permanent investments, including building and repairs.

Your committee would call attention to the importance of a detailed discussion of the use to be made of these several items, in studying the effective forces of educational systems, and in comparing one with another. Such discussion is not here attempted, but is suggested as a proper subject of a supplementary report. Moreover, your committee have observed the prime necessity for such a definition of the several items as to prevent misunderstanding. A description of the best methods of keeping and tabulating the several items would also be a very useful addition to such a report.

In dealing with reports, not merely reports from a foreign country, but with reports from different sections of the United States, your committee has been impressed with the necessity of a glossary of terms used in tabulating statistics. There should be a careful collation of all terms and designations used here and abroad, and so minute a description given of the processes of ascertaining the data under the several heads as to leave no doubt in the mind as to the exact meaning of each. Without this accurate information there can be no satisfactory comparative study of school systems.

All of which is respectfully submitted.

W. T. HARRIS.
JAS. MACALISTER.
GEORGE P. BROWN.

2. Number of pupils enrolled on the school registers (excluding duplicate registrations), classified by race and sex (a + b + c + d).

NOTE.—The plus sign (+), when used, indicates that the items between which it is placed are taken separately. Thus, a + b means that the white males and white females are given separately. Where this plus sign is omitted the items are not given separately in the reports.

3. Average daily attendance, classified by race and sex.
4. Average length of school year (days).
5. Number of teachers, classified by race and sex.
6. Number of pupils receiving kindergarten instruction, classified by race and sex.
7. Number of pupils receiving elementary instruction (including kindergarten pupils), classified by race and sex.
8. Number of pupils receiving secondary instruction, classified by race and sex.
9. Number of students receiving higher instruction, including colleges, schools of medicine, theology, law, technology, classified by race and sex.
10. Number of students in special schools, classified by race and sex, including trade schools, evening schools of all kinds, manual-training schools, schools for the defective and dependent classes, reform schools, commercial schools, and nurses' training schools.
11. Number of buildings used as schoolhouses.
12. Total seating capacity of such buildings (number of pupils that can be accommodated).
13. Value of all property used for school purposes.
14. Average monthly salaries of teachers classified by race and sex.
15. Total school revenue: (1) Income from productive funds and rents, (2) State school fund, (3) local taxes, (4) other sources.
16. Total expenditure: (1) Salaries of teachers (including supervision), (2) other current expenses, (3) permanent expenditure (for buildings, grounds, etc.).
17. Amount of permanent invested funds.

II. LESS ESSENTIAL BUT DESIRABLE ITEMS.

18. Age classification of pupils enrolled: (1) Number of pupils under 6, (2) number of pupils between 6 and 7, etc., * * * (11) number of pupils between 15 and 16, (12) number of pupils over 16.
19. Number of cases of tardiness.
20. (1) Number of pupils born within the State, (2) number of pupils born in other States, (3) number of pupils born in foreign countries.
21. Occupations of parents; (1) Agents, (2) bankers and brokers, (3) clerks and salesmen, (4) domestic servants and waiters, (5) draymen and teamsters, (6) farmers, (7) factory and mill operatives, (8) hotel and boarding house keepers, (9) laborers (unskilled), (10) manufacturers, (11) mariners and boatmen, (12) mechanics and artisans, (13) miners and quarrymen, (14) merchants, traders, and dealers, (15) professionals, (16) public officials and employees, (17) railroad employees, (18) seamstresses, (19) saloon keepers and bartenders, (20) unclassified.
22. Average number belonging, including temporary absentees.
23. Number of pupils in each branch of study.
24. (1) Average age of kindergarten pupils, (2) average age of elementary pupils, (3) average age of secondary pupils, (4) average age of higher pupils, (5) average age of special pupils.
25. (1) Number of normal schools, (2) enrollment in normal department, (3) average attendance, (4) number of teachers, (5) expenses.

III. OCCASIONAL ITEMS.

26. (1) Number of teachers who have taught less than two years, (2) number from two to five years, (3) number over five years.
27. (1) Number of applicants for teachers' certificates, (2) number who are certified.
28. (1) Number of teachers graduates of normal schools, (2) number of teachers graduates of universities and colleges, (3) number of teachers graduates of high schools, academies, etc., (4) number of teachers who have received only an elementary education.
29. Number of pupils dropped and readmitted in the course of the year.
30. Number of hours in each school session.
31. Length of recesses or intermissions, and time of beginning.
32. Number of cases of corporal punishment.
33. Number of pupils promoted to next higher grade.

APPENDIX II.

An exhibit showing which of the essential items enumerated in Appendix I are reported by the several States of the Union and by leading foreign nations.

NOTE.—Acknowledgment is here made by the committee to Mr. F. E. Upton, of the Bureau of Education, for valuable assistance in the compilation of this and the following appendices.—W. T. H.

I. THE UNITED STATES.

- ALABAMA.—1. ab + cd (enumeration made on alternate years). 2. ab + cd. 3. ab + cd. 4. ab + cd. 5. a + b + c + d. 14. ab + cd. 15. (1) + (2) + (4); (3) is imperfectly given. 16. (1) and (3) are only reported in city districts. 17. 23. 25.
- ARIZONA.—1. a + b. 2. a + b. 3. ab. 4. 5. a + b. 7. 8. 13. 14. a + b. 15. 16. 22.
- ARKANSAS.—1. a + b + c + d. 2. a + b + c + d. 3. a + b + c + d. 4. 5. ac + bd. 11. 13. 14. ac + bd. 15. 16. 17. 23.
- CALIFORNIA.—1. a + b + c + d. 2. a + b. 3. ab. 4. 5. a + b. 7. 8. 11. 13. 14. ab. 15. 16. 17. 22. 25. 27. 28.
- COLORADO.—1. a + b. 2. a + b. 3. ab. 4. 5. a + b. 7. 8. 11. 12. 13. 14. a + b. 15. 16. 17.
- CONNECTICUT.—1. ab. 2. ab. 3. ab. 4. 5. a + b. 6. 8. 11. 12. 13. 14. a + b. 15. 16. 17. 26.
- DELAWARE.—1. a + b. 2. a + b. 3. 4. 5. a + b. 13. 14. a + b. 15. 16. 23. ab.
- DISTRICT OF COLUMBIA.—2. a + b + c + d. 3. ab + cd. 4. 5. a + b + c + d. 6. 7. 8. 10. 11. 15. 16. 22. 25. (1) (2) (3) (4).
- FLORIDA.—2. a + b + c + d. 3. a + b + c + d. 4. 5. a + b + c + d. 8. 11. 13. 14. a + b + c + d. 15. 16. 17. 23.
- GEORGIA.—1. a + b + c + d (every fifth year). 2. a + b + c + d. 3. ab + cd. 5. a + b + c + d. 7. 8. 11. 13. 15. 16. 23.
- IDAHO.—1. a + b. 2. a + b. 3. 4. 5. a + b. 13. 15. 16. 17.
- ILLINOIS.—1. a + b. 2. a + b. 3. ab. 4. 5. a + b. 8. a + b. 11. 13. 14. a + b. 15. 16. 17. 25. (1) (2) (3) (4) (5). 27.
- INDIANA.—1. a + b. 2. a + b. 3. ab. 4. 5. a + b. 8. 11. 13. 14. a + b. 15. 16. 17. 25.
- IOWA.—1. a + b. 2. ab. 3. ab. 4. 5. a + b. 8. 11. 13. 14. a + b. 15. 16. 17. 26. (1) (2). 27. (1) (2).
- KANSAS.—1. a + c + b + d. 2. a + c + b + d. 3. a + b + c + d. 4. 5. a + b + c + d. 8. 11. 13. 14. a + b. 15. 16. 17. 27.
- KENTUCKY.—1. a + b + c + d. 2. a + b + c + d. 3. a + b + c + d. 4. 5. a + b + c + d. 7. 8. 11. 13. 14. a + b + c + d. 15. 16. 17. 23. (1) (4). 25. 26. (1). 27. (1) (2). 28. (1).
- LOUISIANA.—2. a + b + c + d. 3. ab + cd. 4. 5. a + b + c + d. 11. 14. a + b + c + d. 15. 16.
- MAINE.—1. ab. 2. ab. 3. ab. 4. 5. a + b. 8. 11. 13. 14. a + b. 15. 16. 17. 23.
- MARYLAND.—2. a + b + c + d. 3. ab + cd. 4. 5. a + b + c + d. 11. 15. 16. 23.
- MASSACHUSETTS.—1. ab. 2. ab. 3. ab. 4. 5. a + b. 6. 8. 14. a + b. 15. 16. 17. 22. 25. 28. (1).
- MICHIGAN.—1. a + b. 2. a + b. 4. 5. a + b. 7. 8. 11. 12. 13. 14. a + b. 15. 16. 17. 23.
- MINNESOTA.—2. ab. 3. ab. 4. 5. a + b. 8. 11. 13. 14. a + b. 15. 16. 17. 28. (1) (2) (3).
- MISSISSIPPI.—1. a + b + c + d. 2. a + b + c + d. 3. a + b + c + d. 4. 5. a + b + c + d. 11. 13. 14. a + b + c + d. 15. 16. 27. (1) (2).
- MISSOURI.—1. a + b + c + d. 2. a + b + c + d. 3. 4. 5. 8. 11. 12. 13. 14. 15. 16. 17. 27. b. 28. (1).
- MONTANA.—1. a + b. 2. ab. 3. ab. 4. 5. a + b. 11. 13. 15. 16. 17. 28. (1).
- NEBRASKA.—1. a + b. 2. a + b. 3. a + b. 4. 5. a + b. 7. 8. 11. 13. 15. 16. 17. 18. 27. (1) (2).
- NEVADA.—1. a + b. 2. a + b. 3. ab. 4. 5. a + b. 11. 13. 14. a + b. 15. 16. 17. 22. 26. (1).
- NEW HAMPSHIRE.—1. a + b. 2. a + b. 3. ab. 4. 5. a + b. 11. 13. 14. a + b. 15. 16. 22. 26. (1).
- NEW JERSEY.—2. a + b. 3. ab. 4. 5. a + b. 8. 11. 12. 13. 14. a + b. 15. 16. 18. 27. (1) (2).
- NEW MEXICO.—1. a + b. 2. a + b. 3. a + b. 4. 5. a + b. 13. 15. 16.
- NEW YORK.—1. a + b. 2. a + b. 3. ab. 4. 5. a + b. 8. 11. 13. 14. 15. 16. 17. 27. (1) (2).
- NORTH CAROLINA.—1. a + b + c + d. 2. a + b + c + d. 3. ab + cd. 4. 5. a + b + c + d. 11. 13. 14. a + b + c + d. 15. 16. 17. 18. 23.
- NORTH DAKOTA.—1. a + b. 2. a + b. 3. ab. 4. 5. a + b. 7. 8. 11. 13. 14. a + b. 15. 16. 17. 23.
- OHIO.—1. a + b. 2. a + b. 3. a + b. 4. 5. a + b. 7. 8. 11. 13. 14. a + b. 15. 16. 17. 23.
- OREGON.—1. a + b. 2. a + b. 3. a + b. 4. 5. a + b. 11. 13. 14. a + b. 15. 16. 17. 23. 27. (1) (2).
- PENNSYLVANIA.—1. a + b. 2. a + b. 3. ab. 4. 5. a + b. 8. 11. 12. 13. 14. a + b. 16. 26. (1) (4). 27. (1) (2). 28. (1) (2) (3).
- RHODE ISLAND.—1. a + b. 2. a + b. 3. ab. 4. 5. a + b. 8. 11. 13. 14. a + b. 15. 16. 17. 23.
- SOUTH CAROLINA.—2. a + b + c + d. 3. a + b + c + d. 4. 5. a + b + c + d. 11. 13. 14. ac + bd. 15. 16. 23.
- SOUTH DAKOTA.—1. a + b. 2. a + b. 3. ab. 4. 5. a + b. 11. 12. 13. 14. a + b. 15. 16. 17. 23. 27. (1) (2).
- TENNESSEE.—1. a + b + c + d. 2. a + b + c + d. 3. ac + bd. 4. 5. a + b + c + d. 11. 13. 14. a + b + c + d. 15. 16. 17. 23.
- TEXAS.—1. a + b + c + d. 2. a + b + c + d. 3. a + b + c + d. 4. 5. a + c + b + d. 8. 11. 12. 13. 14. a + b + c + d. 15. 16. 17. 23. 28. (1) (2).
- UTAH.—1. a + b. 2. a + b. 3. ab. 4. 5. a + b. 13. 14. a + b. 15. 16. 17. 23.
- VERMONT.—1. a + b. 2. a + b. 4. 5. a + b. 7. 8. 13. 14. a + b. 15. 16. 18. 23.
- VIRGINIA.—1. a + b + c + d (once in 5 years). 2. a + b + c + d. 3. a + b + c + d. 4. 5. a + b + c + d. 8. ab + cd. 11. 12. ab + cd. 13. 14. ac + bd. 15. 16. 17. 18. 24. 25. 27. (1) (2).
- WASHINGTON.—1. a + b. 2. a + b. 3. a + b. 4. 5. a + b. 7. 8. 11. 12. 13. 14. a + b. 15. 16. 17. 27. (1) (2).

WEST VIRGINIA.—1. a + b + c + d. 2. a + b + c + d. 3. a + b + c + d. 4. 5. a + b + c + d. 11. 13.
14. 15. 16. 17. 23. 27.

WISCONSIN.—1. a + b. 2. a + b. 4. 5. a + b. 8. 11. 12. 13. 14. a + b. 15. 16. 17.

II. FOREIGN COUNTRIES.

CANADA—ENGLAND.—1. ab. 2. a + b. 3. a + b. 4. 5. a + b. 6. a + b. 7. a + b. 8. a + b. 9. 10.
12. 14. a + b (yearly). 15. 16. 18. ab (a + b in some cities). 23. 25. 26 (in some cities). 27. 28.

SCOTLAND.—1. ab. 2. a + b. 3. a + b. 4. 5. a + b. 6. a + b. 7. a + b. 8. a + b. 9 (partial). 10
(partial). 12. 14. a + b (average annual salary). 15. 16. 18. ab. 23. 25. 27. 28.

FRANCE.—1. a + b. 2. a + b. 4. 5. a + b. 6. a + b. 7. a + b. 8. a + b. 9. a + b. 10. a + b. 11.
12. 13. 14. a + b (annual). 15. 16. 18. 21 (Paris). 25. 28. 30. 31.

BELGIUM.—1. ab. 2. a + b. 3. a + b. 4. 5. a + b. 6. a + b. 7. a + b. 8. a + b. 9. a + b. 10. 11.
14. 15. 16. 22. 23 (certain branches). 25. 29.

ITALY.—1. ab. 2. a + b. 4 (by months). 5. a + b. 6. ab (reports infant schools which include
Freebellian methods and a few kindergartens in the largest cities). 7. a + b. 8. a + b. 9. ab. 10.
a + b. 11. 14. a + b (reports maximum and minimum annual salary). 15. 16. 25. a + b. 27.
a + b (reports numbers certified). 28. a + b (reports graduates of normals). 30. 31.

NETHERLANDS.—1. ab. 2. a + b. 5. a + b. 7. a + b (kindergartens not included). 8. a + b. 9. a + b.
10. a + b. 11. 14. ab (reports maximum and minimum annual salary). 15. 16. 23. a + b. 25.
a + b. 27. a + b. 28. a + b (reports grad. ates of normals). 33. ab.

SPAIN.—1. ab. 2. a + b. 3. a + b. 5. a + b. 7. a + b (kindergartens not included). 8. a + b. 9 (in
part). 10 (in part). 11. 14. a + b (reports maximum and minimum annual salary). 15. 16. 25.
a + b. 27. ab (reports numbers certified and those certificated). 28. ab (reports graduates with
normal certificates). 30. 31.

NORWAY.—1. ab. 2. a + b. 4 (reports number of weeks). 5. a + b. 7. a + b (kindergartens not
included). 8. a + b. 9. ab. 15. 16. 25. ab. 28. ab (reports graduates of normal schools and
academies). 30. 31.

SWEDEN.—1. ab. 2. a + b. 4 (by weeks). 5. a + b. 7. a + b (kindergartens not included). 8. a + b.
9. ab. 10. a + b. 11. 14. a + b (reports maximum and minimum annual salary). 15. 16. 18.
ab. 23. ab (reports per cent of pupils in each branch in secondary schools). 25. a + b (reports
separate schools for the sexes). 30. 31. 33. ab.

RUSSIA.—1. ab. 2. a + b. 5. ab. 7. a + b (kindergartens not included). 8. a + b. 9. a + b. 10.
a + b. 15. 16. 25. a + b.

PRUSSIA.—1. a + b. 2. a + b (every fifth year for State statistics, annually for local purposes). 4. 5.
a + b. 7. a + b. 8. a + b. 9. a + b. 11. 15. 16. 17 (every fifth year). 25. 27. 28. 30.

SAXONY.—1. a + b. 2. a + b. 4. 5. a + b. 7. a + b. 8. a + b. 9. ab. 10. ab. 11. 15. 16. 17 (every
year). 25. 27. 28. 30.

WURTEMBERG.—1. a + b. 2. a + b. 4. 5. a + b. 7. a + b. 8. a + b. 9. ab. 10. ab. 11. 15. 16.
17 (only partially). 25. 27. 28. 30.

HAMBURG.—1. a + b. 2. a + b. 4. 5. a + b. 7. a + b. 8. a + b. 10. ab. 11. 15. 16. 17. 25.
27. 28.

BREMEN.—1. a + b. 2. a + b. 4. 5. a + b. 7. a + b. 8. a + b. 10. ab. 11. 15. 16. 25. 27. 28.

LÜBECK.—1. a + b. 2. a + b. 4. 5. a + b. 7. a + b. 8. a + b. 10. ab. 11. 15. 16. 25. 27. 28.

AUSTRIA.—1. a + b. 2. a + b. 4. 5. a + b. 7. a + b. 8. a + b. 9. ab. 10. 11. 25. 27. 28. 30.

HUNGARY.—1. a + b. 2. a + b. 4. 5. a + b. 6. a + b. 7. a + b. 8. a + b. 9. ab. 10. ab. 11. 15.
16. 17. 25. 27. 28. 30.

SWITZERLAND.—1. a + b. 2. a + b. 4. 5. a + b. 7. a + b. 8. a + b. 9. a + b. 10. ab. 11. 15. 16.
25. 27. 28. 30.

APPENDIX III.

Giving the definitions of certain technical terms used in educational reports, together with their equivalents in certain foreign countries. The Portuguese equivalents were furnished by Mr. H. M. Lane.

TECHNICAL TERMS USED IN EDUCATION—DEFINITIONS AND FOREIGN EQUIVALENTS.

1 (a). *School age*.—Age at which children are permitted free attendance at the public schools. This age varies in the different States, but 6 to 21 may be considered the representative school age in this country, being designed evidently to embrace all minors old enough to render school instruction advisable and profitable to them. The children of school age in each State, whatever that age may be, collectively constitute the school population of such State.

NOTE.—There are, in the foreign countries considered in this vocabulary, no terms corresponding in significance to "school age" and "school population," as understood in the United States. In a popular sense, however, as used in literature everywhere, "school age" includes the period of life from the age of 4 or 5 years to adult age, as the epoch most suitable for schooling.

1 (b). *Compulsory school age*.—The age at which children are obliged by law to attend school in

those States of the Union having compulsory school laws. This age also varies in the several States, but 8 to 14 may be considered as the representative. The children subject to a compulsory school law constitute the "compulsory school population" of a State.

Eng. *Age for school attendance.*

Ger. *Schulpfichtiges Alter.*

Fr. *Age scolaire.*

It. *Obbligo di frequentare la scuola.*

Sp. *Edad escolar.*

Port. *Idade escolar.*

NOTE.—The compulsory school age in the foreign countries considered above varies, but 6 to 13 may be regarded as typical. All the children subject to compulsory school laws in England and France, and the major part of those in Germany, are allowed free instruction at public schools.

1 (c). *School population.*—See 1 (a) and note.

1 (d). *Compulsory school population.*—For definition, see 1 (b).

Eng. *Population of school age.*

Ger. *Schulpflichtige Kinder.*

Fr. *Enfants d'âge scolaire; or, Nombre d'enfants à instruire.*

It. *Popolazione da 6 a 12 anni.*

Port. *População escolar.*

Enrollment.—Number of different pupils enrolled (or entered) on the school registers during any given year; or, in other words, the entire number of different pupils who have attended at any time during the year.

Eng. *Number of children (or scholars) on registers.*

Ger. *Zahl der Eingeschriebenen.*

Fr. *Nombre des inscrits.*

It. *Numero degli iscritti.*

Sp. *Número de niños concurrentes (or inscriptos).*

Port. *Número de alumnos matriculados.*

3 (a). *Attendance.*—Number of pupils present (on any given day or at any given time).

Eng. *Attendance.*

Ger. *Frequenz, determined on two test days (Stichtage) each year.*

Fr. *Fréquentation, or Élèves présents, determined as in Germany.*

Sp. *Asistencia.*

Port. *Frequência.*

3 (b). *Average attendance.*—Average number of pupils attending each day or session.

Eng. *Average attendance.*

Sp. *Asistencia media.*

Port. *Frequência media.*

4 (a). *School year.*—(1) The year, or period of twelve months, for which school officials are elected, appropriations of money made, teachers hired, school reports made, etc., though the annual epoch of some of these features sometimes dates from a different day than that of others. In the United States the school year usually begins the 1st of July, or some other day during the summer vacation. The term is sometimes restricted to (2) that portion of the school year during which the schools are in actual session.

Eng. *School year.* "A year or other period for which an annual Parliamentary grant is * * * paid or payable." It "is the year ending with the last day of the month preceding that fixed for the inspectors' annual visit."—Ed. Acts Man., 17 ed., p. 375.

Ger. *Schuljahr.*

Fr. *Année scolaire.*

It. *Anno scolastico.*

Port. *Anno lectivo, or anno escolar.*

4 (b). *Length of school year.*—The number of days, weeks, or months the schools were in actual session during the school year. The expressions "length of schools," "duration of schools," "length of school term," etc., are also used. The average length of the school year is the average of a group of schools in which the number of days of session varies. As in most foreign governmental school systems the number of days is nearly uniform, this latter term has little application outside the United States.

Eng. *Number of times school has kept.* This must be divided by two to get the number of days.

Ger. *Dauer des Schuljahres.*

Fr. *Durée de l'année scolaire.*

Port. *Numero de dias do anno escolar.*

5. *Teacher.*—An instructor in an elementary or secondary school.

Eng. *Schoolmaster, schoolmistress, teacher*

Ger. *Lehrer, Lehrerin.*

Fr. *Maître, maîtresse, instituteur, institutrice.*

It. *Insegnante, maestro, maestra.*

Sp. *Maestro, maestra.*

Port. *Mestre, mestra, professor, professora.*

6. *Kindergarten*.—A school for young children, from about 3 to 6 years, conducted after the methods of Froebel.

Eng. *Infant school, or class.*

Ger. *Kindergarten.*

Fr. *École maternelle.*

It. *Asilo d'infanzia.*

Port. *Jardim da Infancia.*

7. *Elementary instruction*.—Instruction in the first principles or rudiments of knowledge, including chiefly reading, writing, spelling, arithmetic, grammar, geography, United States history, and often the outlines of natural history and science, the pupil being prepared by this course to enter upon algebra and Latin or some modern language. Usually in the United States the first eight years of a fully graded public-school course mark the period of elementary instruction, taking the child at the age of about 6 years. Elementary schools are schools in which elementary instruction is the sole or predominating feature. These in a fully graded course may be subdivided into primary schools (first four years) and grammar (or intermediate) schools (second four years). Kindergarten instruction is also classed as elementary.

Eng. *Elementary instruction.*

Ger. *Elementar-Unterricht.*

Fr. *Enseignement primaire* (excluding the "primaire supérieur")

It. *Istruzione elementare.*

Sp. *Enseñanza primaria.*

Port. *Ensino elementar.*

8. *Secondary instruction*.—This is supposed to begin the ninth year of the course of study, and to take up algebra, geometry, natural philosophy, physical geography, Latin, Greek, French, and German, for some or all pupils, and for a whole or a part of the four years; also an outline study of universal history, English literature, and some of the special natural sciences, as geology, human physiology, botany, etc. A secondary school is a school whose ultimate object is to give a secondary education, and which may or may not have a preparatory course of elementary grade, or pupils pursuing elementary studies.

Eng. *Secondary (or intermediate) instruction*. The term "secondary schools" in England is applied to certain groups of schools designed for the education of the upper and middle classes, including endowed grammar (i. e., classical) schools, endowed non-classical schools, private schools, and proprietary schools. These are also known as middle-class schools. They receive pupils at about the age of 8, continue them in their elementary studies, and carry them along to an age varying from 14 to 19, giving them an education in some cases higher, in others—especially in the "private" schools—not so high as is indicated by the term secondary in the United States. The nine great public schools of England (Eton, Harrow, etc.), which are properly "intermediate" schools—i. e., standing between preparatory primary schools, or private tutors, and the "universities"—receive pupils from 10 to 15, and are of higher grade than most of the secondary schools of the United States. Higher board schools have developed in some of the large cities, and correspond nearly to our public secondary schools (high schools), giving to the children of their people an opportunity to continue their education beyond the elementary grade. About 80,000 pupils pursue high-school subjects in elementary schools.

Ger. *Höherer Unterricht* (i. e., higher than that given in the Volksschulen).

Fr. *Enseignement primaire supérieur*. The instruction given in the "division de grammairre" of lycées and collèges communaux also belongs here.

It. *Istruzione secondaria.*

Port. *Ensino secundario.*

9. *Higher (or superior) instruction*.—This is supposed to take the fourth epoch of four years in a complete course of education, secondary taking the third four years, and elementary education the first eight years. By topics and methods, the higher education is distinguished by taking mathematics in those branches which succeed plane geometry and elementary algebra; Latin and Greek writers that require more maturity of reflection to master, such as Horace, Livy, Tacitus, Juvenal, Cicero's moral essays, Homer, Demosthenes, Plato, Eschylus, Sophocles, Euripides, Aristotle; physics treated by mathematics; rhetoric; mental philosophy; the philosophy of history. In general, the studies of higher education are conducted on a comparative method—with the purpose of treating each theme in the light of all branches of knowledge. A higher institution of learning is one whose ultimate object is to give a higher education, and which therefore may or may not have a preparatory department in which instruction is given in secondary or even elementary branches.

Eng. *University instruction; collegiate instruction.*

Ger. *Hochschulunterricht.*

Fr. *Enseignement supérieur*. The last three years of the enseignement secondaire is also of the higher grade according to the United States standard.

It. *Istruzione superiore.*

Sp. *Enseñanza universitaria.*

Port. *Ensino superior.*

10 (a). *Special schools*.—Schools of elementary or secondary grade which (1) educate for some special trade, business, or occupation (e. g., commercial colleges, art schools); or (2) educate some special class of persons (e. g., deaf-mutes, juvenile delinquents).

10 (b). *Evening schools*.—A class of special schools, generally public and located at the centers of population, designed to give evening instruction in elementary and sometimes in secondary branches, general and technical, to persons whose occupation, age, or both, prevent them from attending the day schools. A special feature of evening schools in some cities of the United States is the instruction of foreigners in the English language.

Eng. *Evening schools*.

Ger. *Abendschulen, Fortbildungsschulen*.

Fr. *Classes d'adultes*. (Held in the evening or on Sunday.)

It. *Scuole serali*.

Port. *Escolas nocturnos, or aulas nocturnos*.

10 (c). *Evening high schools. Continuation schools*.—A class of evening schools designed more particularly to give some degree of secondary education to youths who are obliged to go to work after finishing their elementary education in the day schools.

Ger. *Technische Fortbildungsschulen* (evenings or Sundays).

Port. *Escolas secundarias nocturnas*.

11. *Schoolhouse*.—A building used for school purposes, one in which instruction is given.

Eng. *School building*.

Ger. *Schulhaus*.

Fr. *Maison d'école*.

It. *Edificio scolastico. Locale per le scuole*.

Sp. *Casa de escuela*.

Port. *Edificio escolar*.

12. *Number of sittings for study*, excluding those used only for recitation purposes.

Eng. *Accommodation, number of seats*. Includes all seats, being total seating capacity.

Port. *Lotação da escola*.

13. *School property*.—All property, real and personal, belonging to a school system (i. e., not hired or rented), and designed to be used for school purposes, including school sites and buildings, furniture, libraries, apparatus, etc.

Eng. *School buildings, premises, and furnishing*.

Ger. *Schul-Eigentum*.

Fr. *Bâtiments et matériaux scolaires*.

Port. *Propriedade escolar*.

14. *Salary (or wages) of teachers*.—The sum paid to teachers weekly, monthly, or annually, as compensation for their services. In computing the average monthly salaries of any group of teachers weekly and annual salaries must be reduced to a monthly basis.

Eng. *Salary*.

Ger. *Gehalt*.

Fr. *Traitement*.

It. *Onorario; stipendio*.

Sp. *Sueldos*.

Port. *Ordenado*.

15 (a). *Revenue (school)*.—Money from any source received for school purposes.

Eng. *Income*.

Ger. *Einnahmen*.

Fr. *Ressource*.

It. *Rendita*.

Sp. *Ingresos*.

Port. *Rendimento*.

15 (b). *State (school) tax*.—A uniform tax levied on all the property or polls of a State, the proceeds whereof is apportioned to the counties, towns, or school districts, generally according to school population or average attendance.

Eng. *Rates*.

Ger. *Staats-Steuern*.

15 (c). *Local (school) taxes*.—County, town, and school district taxes for school purposes.

Eng. *Rates*.

Ger. *Orts- (or Municipal-) Steuern*.

Fr. *Centimes additionels, or spéciaux*.

It. *Tasse communale e provinciale*.

Sp. *Fondos provinciales, comunales, y municipales*.

15 (d). *Revenue from permanent funds*.—The interest on invested funds, including rent of school lands, if any.

Eng. *Income from endowment*.

Ger. *Interessen angelegter Fonds*.

Fr. *Produit des legs et dons*.

Sp. *Ingresos de los donativos y legados*.

Port. *Render dos fundos permanentes*.

- 16 (a). *Expenditure (school)*.—Money expended for school purposes.
 Eng. *Expenditure*.
 Ger. *Ausgaben*.
 Fr. *Dépenses*.
 It. *Spese generali*.
 Sp. *Gastos*.
 Port. *Despesas escolares*.
- 16 (b). *Amount paid to teachers (for salaries)*, including salaries of superintendents.
 Eng. *Teachers' salaries*.
 Ger. *Ausgaben für Gehalte*.
 Fr. *Traitements*.
 It. *Stipendi; remunerazioni ed indennità al personale*.
 Sp. *Obligaciones del personal*.
 Port. *Ordenado do pessoal*.
- 16 (c). *Other current expenditure* in addition to amount paid to teachers; i. e., incidental or miscellaneous expenditure for the maintenance of the schools and care of school buildings, including, among other things, fuel, lighting, janitors, incidental repairs, free text-books if any, and stationery, cost of administration, rent of hired buildings, etc. Foreign countries do not conform to this classification, but the analogous foreign terms are as follows:
 Eng. *Miscellaneous expenditure*.
 Ger. *Andere Ausgaben*.
 Fr. *Dépenses diverses*.
 Port. *Despesas da administração*.
- 16 (d). *Permanent expenditure*.—Expenditure for school buildings (including permanent repairs), grounds, furniture, libraries, and lasting apparatus.
 Eng. *Capital charges*.
 Ger. *Baukosten*.
 Fr. *Dépenses de construction*.
 It. *Sussidi per costruzione e riparazione di edifici scolastici*.
 Port. *Despesas da conservação*.
17. *Permanent funds*.—Value of funds and other property yielding an annual revenue for school purposes.
 Eng. *Endowment*.
 Ger. *Fonds*.
 Fr. *Dons et legs*.
 Sp. *Donativos, legados, y mandos*.
 Port. *Patrimonio; or Fundos permanentes*.
19. *Tardy*.—Late in arriving at school.
 Eng. *Not punctual*.
 Ger. *Zuspätkommend*.
 Fr. *En retard*.
 Port. *Tardio*.
22. *Average number belonging to a school*, or system of schools, includes temporary absentees. Pupils absent for sickness or other cause, but with intention of returning to school, are considered as "belonging." This number differs from the number "enrolled" (see 2), inasmuch as the latter contains all different pupils who have attended at any time during the year, some of whom may have been dropped from the roll of those "belonging," on account of death, removal from the district, protracted sickness, entrance on business, etc.
25. *Normal school*.—A school designed for the professional training of persons intending to become teachers, usually maintained by a State or city.
 Eng. *Training college*.
 Ger. *Lehrer-Seminar*.
 Fr. *École normale*.
 It. *Scuola normale*.
 Sp. *Escuela normal*.
 Port. *Eschola normal*.
27. *Certificate; license (to teach)*.—A formal testimony of ability to teach, or permission to teach, awarded as the result of satisfactory examination before an examining board, or after having successfully completed a certain prescribed course of study, or given other evidence of capacity to teach.
 Eng. *Certificate*.
 Ger. *Zeugnis; Reifezeugnis; Lizenz*.
 Fr. *Titre (or brevet) de capacité; certificat d'aptitude pédagogique*.
 It. *Diploma d'abilitazione (or d'idoneità)*.
 Sp. *Certificado de aptitud*.
 Port. *Título de suficiencia*.
- 28 (a). *University*.—An institution for higher education, having as its nucleus a college in which the so-called liberal arts are taught in a course of three or four years for the degree of A. B., and in

addition one or more departments for the learned professions, medicine, law, or divinity; or it may be for advanced or post-graduate work, along any lines of learning or investigation. In England the university unites several colleges.

Eng. *University*.

Ger. *Universität*.

Fr. *Faculté*. Université is the term very generally employed for the Paris "facultés."

It. *Università*.

Sp. *Universidad*.

Port. *Universidade*.

28 (b). *College*.—Strictly speaking, an institution of higher education, usually with a four years' course completing preparation for the degree of A. B. The word college is also used in connection with a descriptive word to designate other species of higher education, as "Agricultural College," "Medical College."

Eng. *College*.

Ger. *Gymnasium*.

Fr. *Lyceé; collège communal (de plein exercice)*.

It. *Ginnasio; liceo*.

Sp. *Instituto; colegio*.

Port. *Academia* (used only for institutions of higher studies).

28 (c). *High school*.—A public secondary school.

Eng. *Higher board schools*.

Ger. *Höhere Schule*.

Fr. *École primaire supérieure*.

Port. *Gymnasio; lyceo*.

28 (d). *Academy; institute; seminary*.—Names given indifferently to private secondary schools. "Institute" is occasionally applied to schools of higher grade.

Eng. *Grammar school; high school; institute; public school, etc.*

Fr. *Établissement libre d'enseignement secondaire; établissement laïque; établissement; ecclésiastique; petit séminaire*.

Port. *Instituto; collegio* (used for all kinds of schools below college grade).

30. *Sessions*.—A sitting of a school, or assembly of the pupils for recitations, exercises, and studies, continuing from the time the school is called to order until the pupils are dismissed beyond the teachers' jurisdiction. There are generally either one or two sessions each day.

Eng. *Meeting of the school*.

Ger. *Vor- oder Nachmittags Unterricht*.

Port. *Reunião; dias de aula; sessão da escola*.

31. *Recess; intermission*.—Brief suspensions of school exercises, recurring periodically each day, for recreation, meals, or some other purpose. In public elementary schools holding sessions from 9 to 12 a. m., and from 1 to 4 p. m., two recesses of fifteen minutes each take place, the first at or near the hour of 10.30 a. m., and the second at or near the hour of 2.30 p. m. The noon hour for dinner is not called a "recess," but usually an "intermission."

Ger. *Freiviertelstunde*.

Fr. *Récréations; sortie de midi*.

Port. *Recreio*.

32. *Corporal punishment*.—Punishment inflicted upon a pupil's person, generally with a rod, cane, or ruler, but including a variety of other punishments in which bodily pain is caused. Other punishments, to be discriminated from corporal, are such as are based on the sense of honor, such as deprivation from privileges of the school, confinement after school hours, requirement to sit or stand in some unusual place, enrollment on a list of disgraced pupils, etc.

33 (a). *Promotion*.—Advancement from any grade to the next higher.

Eng. *Advance to higher standard*.

Ger. *Versetzung*.

Fr. *Avancement; montée d'une classe*.

Port. *Accesso; "promoção"*.

33 (b). *Grade; class*.—The body or group of pupils having the same degree of advancement, pursuing the same studies, etc.

Eng. *Standard*.

Ger. *Klasse*.

Fr. *Classe*.

Ital. *Classe; grado*.

Sp. *Clas; grado*.

Port. *Gráu; classe*.

CHAPTER L.

EDUCATION IN THE PHILIPPINES.

[The account of the condition of education in the Philippines for the year 1901-2 is perforce confined in the present chapter to the reports of the American educational authorities upon the success of their efforts to perfect the system of public schools which was inaugurated immediately after the military conquest. The introduction of schools, it will be remembered, formed a conspicuous feature of the American occupation of the islands. No official report of the work of the ancient University of San Tomás, or of the various "colleges" or secondary schools scattered through the archipelago, which formed part of the educational facilities available in the islands under the Spanish rule, has been received since the American occupation, nor, so far as known, has any adequate account of those higher institutions been published by any competent observer within that period. No review, therefore, of the condition of secondary and higher education in the Philippines during the American occupation can be given at the present time.]

The chapter opens with a brief historical summary of the efforts of the Spanish authorities to introduce the Spanish language and primary instruction into the Philippines, taken from a Spanish source. These efforts resulted in the establishment of a normal school at Manila in 1864, and public schools in all the municipalities. School buildings were found by the Americans throughout the islands upon their arrival, although the schools themselves were not in operation, having been interrupted by the disturbances which afflicted the country.]

PUBLIC SCHOOLS IN THE PHILIPPINES UNDER SPANISH RULE.

In view of the purpose of the Americans to make English a part of the compulsory public school course in the Philippines, it is interesting to know that the Spaniards on their part also endeavored to make their own language an obligatory study in the schools of the archipelago from time to time, beginning soon after their acquisition of the islands. At that early period the attempt to introduce Spanish was a part of the missionary work of the church in christianizing the natives. The introduction of Spanish in modern times was a part of the general programme of primary instruction provided for the islands, and a history of that branch of education as fostered by the Spanish Government is given in a little work by Señor Vicente Barrantes (*La Instrucción Primaria en Filipinas*, Madrid, 1869), who was for a number of years secretary to the governor-general at Manila. The following is a partial summary of that history. From this work it appears that the same questions as to the intelligence and capacity for self-government of the Filipinos were discussed in Spain in 1868 that have been discussed in this country within the last four years. Señor Barrantes based his estimate of the intellectual capacity of the Filipinos in part upon the number of them who could speak Spanish, which he put at over 87,000. He was of the opinion that there were Filipinos as well qualified to sit as delegates in the Spanish Cortes at the time of his observations as the former delegates from Cuba and Porto Rico had been, whose qualifications were well known. It also appears that there were as diverse opinions regarding the state of education in the Philippines among Spaniards in 1868 as among Americans in 1899. Some Spaniards declared that there was not then, and that there had never been any education worthy of the name in the islands, while others affirmed that education was widespread. These latter

writers referred to the "revolution" in the schools of the Philippines due to the regulations of December 20, 1863, introduced by Minister Concha, and the establishment of the normal school at Manila in 1864, directed by the Jesuits, as evidence of increased educational activity. By these final improvements, they said, primary instruction was made compulsory, the schools were well attended in every town, and as a consequence there were more persons in the archipelago able to read and write than in the peninsula. Moreover, these Filipinophilists added, given two ignorant individuals, one a Spaniard and the other a Filipino, and the Filipino will have the better manners. On the other hand, Spaniards who had lived in the archipelago described the Filipinos as intellectually backward and given over to ignorance—a summary judgment which is familiar to us from repetition at this day. Comparing these two opinions, which in great part might be paralleled in recent years, we may assent to the declaration of Señor Barrantes that the Filipinos were unknown to the Spaniards.

Coming now to the real subject of this little historical sketch, we observe that Señor Barrantes combats the charge that the friars were the cause of the backwardness of education in the islands, the real explanation of which he proceeds to develop by tracing the successive steps taken by the Spanish Government to introduce at first the Spanish language, and in modern times primary instruction among the natives of the archipelago. By the laws of the Indies (*leyes de Indias*) under Charles V it was ordered in 1550 that the natives of the colonies be taught Spanish if they wished, in order that they might learn Christian doctrine, and in 1596 the law directed that Spanish should be taught them through policy, on account of the general advantages which would result from their familiarity with that language. But in 1550, as Barrantes points out, Spanish sovereignty had not yet been extended to the Philippines, but was confined to Peru and Mexico, for the benefit of which countries the law in question had been framed. Legaspi did not annex the Visayas to the Spanish crown until 1566, and it was not until 1596 that the law was really promulgated in the Philippines. This early action is apparently cited only to show that the home government and the church were no more backward in attending to the intellectual or spiritual needs of the Filipinos than of the natives of the other Spanish colonies. The next order cited is the *cédula* of 1686, enjoining upon all archbishops and bishops in the colonies to see that the natives be taught Spanish and be instructed in Christian doctrine in Spanish.

Passing now to more modern times, the author asks how we could expect that primary instruction should be promoted in the archipelago when it was so backward at home. Nevertheless, he cites a *cédula* of November 5, 1782, relating to the establishment of schools for teaching Spanish in the towns of the "Indies," which provides that there should be a common land set apart in the principal communities for cultivation and grazing, the proceeds of which should be used for school purposes. This *cédula* also required that capable teachers should be selected to teach in the schools, which was, however, an empty prescription, since school-teachers were not to be had in the colonies, or even in Spain at that time, where there were as yet no elementary public schools.

Señor Barrantes says, in defending the religious orders against the charge that they had always neglected to teach Spanish, and had prevented others from teaching it, that the early missionary friars in the Philippines were not themselves sufficiently well educated to give lay instruction, while the diversity of languages in the islands and their other manifold duties have since prevented the friars from teaching Spanish systematically. The royal order of December 22, 1792, regarding the teaching of Spanish in the Philippines, prohibits the use of the native dialects in the schools and provides that Spanish be the only language spoken in the convents and courts. This order reiterated the provisions of others running back to 1770. But the authorities in Spain were ignorant of the conditions of the Philippines. No teachers were to be

had for the schools referred to in the orders. There was no inducement for the Spaniards who went to the islands with a view to making money to turn to school-teaching, while the natives were not fitted to teach and the friars could not give their time to it.

Some time after the issue of these orders the friars did make difficulties about teaching Spanish, professedly on account of what they regarded, or affected to regard, as severities on the part of the governor, Anda, in enforcing the regulations regarding it. It was alleged that Governor Anda attempted to enforce the use of Spanish tyrannically, and banish the native dialects altogether, whereas the royal order only directed that heads of families should be persuaded to send their children to school, without oppressive measures, while making Spanish the only language to be used in school.

In 1815 a royal order directed that charity schools should be established in the convents of friars and nuns in the Philippines to teach poor children Christian doctrine, good manners, and the elements of reading, until they were 10 years of age, furnishing them food and clothing meanwhile. (The Spanish constitution of 1812 had made education obligatory throughout the realm.)

The royal *cédula* of November 14, 1816, extended primary instruction to the Philippines at the request of the deputies from the colonies, ordered the erection of school buildings in localities where there were none, directed the priests to persuade parents to send their children to the schools, and specified how the teachers were to be paid. During the constitutional period in Spain, from 1820 to 1823, Minister Cuadra established a normal school in the City of Mexico, on the Bell and Lancaster method, which was to be the center of normal schools in other Mexican cities, and a decree directed that a suitable teacher should be sent from this school to open a similar one in Manila. The revolutions in Mexico and South America, however, prevented the execution of this plan. The political situation in Spain from 1820 to 1840 is sufficient to account for the backwardness of education in that country as well as its colonies during that period, but nevertheless, in 1834-1839, Minister Altamira, who was deeply interested in organizing education in Spain, endeavored to extend the school organization of the mother country to the Philippines, under the mistaken idea that the islands were really a Spanish colony and the people colonial Spaniards. He ordered an impracticable and absurd census to be taken, which was to show the literacy of the population, the number of schools, the attendance, etc., in the Philippines, just as in each province of Spain. The questions were very minute, the census inquiries containing the following heads: Name of town; population; males able to read; females able to read; males able to write; females able to write; number of public and private schools; attendance and age of pupils; number of masters and mistresses; examined or not, and whether engaged in any other business; salary of teachers and sources thereof; who appoints the teachers; character of school buildings and material; text-books used. Señor Barrantes says that it took fifty years to get this information in the Philippines. The minister was totally ignorant of the conditions in the islands, and while everyone knew that a nipa hut or a room in the tribunal or the priest's house was the only schoolhouse in a town, the census asked whether the schoolhouse was the property of the town, was rented, bequeathed, or presented, etc., as in Spain. The *ayuntamiento* of Manila, on receiving this *cédula*, declared that it was impossible to fill the blanks. In 1839 the first practical step was taken toward establishing primary instruction in the islands through the appointment by the minister of marine, commerce and the colonies, of a commission to prepare a plan for a system of schools in the Philippines to conform, as far as possible, with the law of 1838 in Spain. The reforms proposed in the royal order of November 3, 1839, were not, however, carried out until 1855, for the reason, principally, that in that interval there had been nine changes in the Government, which did not allow sufficient uninterrupted time to carry out any plan with effect. Among other things

it is interesting to read that the Government proposed to send 150 or 170 teachers from Spain to the Philippines.

The junta of education in Manila was created in 1855, after the readmission of the Jesuits into the islands, in 1852, had given a new impulse to education in general and particularly to the proposal to introduce Spanish into the schools. The following fundamental points were impressed upon the junta by General Crespo, the governor-general, viz: First, to provide for uniformity of instruction in schools for both sexes and promote instruction in Spanish; second, to determine the number of teachers needed and the amount of taxes from each town necessary to pay them; third, to report upon the advisability of establishing a normal school in Manila.

After its first session the junta did not meet again until February 23, 1857, nor did it report finally until March 7, 1861, after General Crespo had been succeeded by four other governor-generals, all zealous for primary instruction and all contributing to its advancement, especially the last, General Solano, who had a project of reform drawn up analogous to that of 1855. The principal points in this reform were as follows:

A normal school was to be established in Manila, the teacher students of which were to be apportioned to the different provinces in the proportion of 1 teacher student to 50,000 or 60,000 inhabitants, while their expenses were to be defrayed from local funds. A prominent place was to be given to subjects relating to industries and the arts in the normal course. No graduate could receive a diploma unless he could speak and write Spanish with ease, and no one could teach in the schools without a diploma and unless he was of good moral conduct. Inspection of the schools was put under the charge of the heads of the provinces, religious and moral instruction being placed in the hands of the parish priests. The proposed normal course included a school of practice in charge of the teacher students.

The proposed instruction in Spanish met with much opposition in the junta itself, a circumstance which caused much delay in its work, while the acting governor had confidentially charged the Jesuits with a different organization of the schools than that officially proposed, which division of counsels further contributed to the sluggishness which prevailed in educational matters at that time. The argument of the opponents of the proposal to teach Spanish in the schools was, according to Señor Barrantes, that if there were a uniform language in the islands the door would be opened to Protestant propagandism, and they cited the attempts of Russia and Prussia to force their languages upon unhappy Poland as a warning and an example. They regarded the attempts as prompted by religious motives while, as Barrantes points out, those attempts were rather political acts. In either case, he continues, the objection could have no weight as far as the Philippines were concerned, because the Evangelical Society of London had already made its propaganda in the islands not only in Spanish but in Visayan and Tagalog, in the latter cases easily avoiding the vigilance of the Spanish authorities and the custom-house. The opponents of Spanish acted also from political considerations. They hoped that by keeping alive and thereby mutually opposing the different languages—Cagayan, Tagalog, Pampanga, Ilocano, Pangasinan, etc.—they would isolate so many separate sources of incendiarism. The comment of Señor Barrantes on this plan is that the antagonism of those different peoples lies not in language but in race, and that as the Malay is the common parent of all the dialects of Luzon and the Visayas there is sufficient fundamental similarity among them to enable those speaking them to form a political alliance if the proper historical moment should ever come. That such a moment had never come up to the time of his writing, and probably never would, was due, Barrantes thought, to antipathy of race, which is stronger than affinity of language.

The junta finally voted to make Spanish obligatory, and the Madrid government promulgated the necessary orders in December, 1863. By those orders a normal school was created at Manila and placed in charge of the Jesuits. Its instruction was to be gratuitous and its graduates were required to teach for ten years after

graduating. The law also provided that there should be one school for boys and one for girls in each town of the archipelago, instruction in these schools to be free for the poor and obligatory upon all. The normal school and the public schools were to be supported from local funds, and provision was made for the purchase of school material and apparatus and for the rent of quarters for schools where there were no public school buildings. The teachers were to have certain privileges. They were to be preferred as clerks in public positions and were to be regarded as among the *principales* (or aristocracy) after a certain term of service. Inspection was provided for in a superior central commission at Manila as an advisory board for the governor-general, consisting of the archbishop and seven others. In the provinces the governors were to have councils like the superior central one at Manila, while the parish priests were to be the local inspectors. It was to be their duty also to teach morals and Christian doctrine in the schools. Article 16 of the law provides that in any town where a school has been established fifteen years no natives shall be eligible for *gobernadorcillo* or lieutenant-governor who can not read, write, and speak Spanish, nor shall they be reckoned among the *principales* unless they are such by descent. Finally the archbishop and bishops were admonished to arouse the zeal of the parish priests for the schools. Spanish alone was to be used in the normal school. The programme of primary instruction included Christian doctrine, reading, writing, practical instruction in Spanish grammar and orthography, arithmetic, general geography, history of Spain, practical agriculture and its application to the needs of the country, good manners, and singing. For girls, instruction in needlework, etc., was provided. The teachers were to receive a salary of from 8 to 20 pesos a month besides fees from children of rich parents, together with a house. The government provided pens, ink, and paper for the pupils.

The normal school at Manila was opened January 23, 1865, and the superior commission and the provincial and local boards went into operation May 17, 1864. The pupils of the normal school were allotted among the various provinces in proportion to the population and in accordance with certain other conditions (such as the degree of civilization, for example). Few pupils came from distant parts of the archipelago, however, and in order to reach these distant points it was proposed to establish another normal school at Cebu. As a further means of securing teachers, captains and sergeants of the Filipino army were authorized to matriculate as "externes" in the Manila normal school, and from these military officers came some of the best teachers in the islands.

Up to 1867 there were no school statistics in the archipelago, so that the reform junta was obliged to have recourse to the report of the tax collector's bureau, and from this source all they were able to say was that there had been 817 schools in the islands in 1855. But in 1867 a statistical bureau was organized at Manila, and the inspector-general began to publish monthly reports from that time. The clergy throughout the provinces, being urged and charged thereto by the government, put their hands to the work, undertook the inspection of schools, and supplied funds for school equipment and material, nor did they, Señor Barrantes asserts, oppose the teaching of Spanish.

In order to make its wishes carried out the government sent out the following order to be posted in the streets of all towns and at the doors of all churches, schools, and "tribunals" (municipal buildings): To Don ———, *gobernadorcillo* of ———. By order of his excellency, the superior civil governor, the captain-general of the Philippines hereby reminds all heads of families that they not only ought to send their children to school as a sacred duty, but for the further reason that in fifteen years from the date of the establishment of the school in this town only those who can speak, read, and write Spanish shall be qualified to be *gobernadorcillos*, or justices, or be classed with the *principales*, unless they be such by descent. Further, that thirty years from the said date only those who can speak, read, and write Spanish shall be exempt from personal *prestaciones*, and, finally, after Decem-

ber 20, 1868, only those who can speak, read, and write Spanish can be appointed to any salaried government office in the archipelago. Fathers who do not send their sons to school after being notified hereby shall be punished by a fine of from one-half to 2 reales, as the cura of the parish and the *gobrnadorcillo* shall determine.

By an accompanying order it was directed that the inauguration of every new school or installation of a teacher should be celebrated by a procession of the *principales* of the town, headed by the cura and escorted by music, while the names of donors of school furniture, books, etc., to the school should be published in the *Gazette*.

The preceding orders soon produced good results. Although schools for girls were less amply provided for than those for boys, yet the teachers of these schools received salaries, and the schools made good progress, largely on account of the aptitude of the native women for education and their ambition. Sisters of charity were imported at the expense of private individuals to teach in these schools. *Señor Barrantes* gives statistics and explains the difficulties in the way of obtaining them and discusses the poor and the good results of primary instruction in the various provinces. The statistics apply to the year 1868, only one year after the publication of the law. From these figures it appears that in the whole archipelago there were 593 schools in 1867 and 684 in 1868, with an attendance in the latter year of 138,990 pupils in an enumerated population of 4,721,619.

Señor Barrantes explains in conclusion that the backwardness of primary education in the Philippines was to be attributed rather to the antiquated laws than to the character of the population or the apathy or opposition of the religious orders. As to superior education, we know that the ancient University of San Tomas has had influence during nearly three hundred years of existence, and *Señor Barrantes* mentions the following facts regarding the work of the university in a footnote. The cabinet of natural history at the university was being increased every day, and he gives the names of many graduates of the university who have written on philosophy, chemistry, physics and astronomy, geography, and history, besides publishing sacred hymns and other works in the native languages.

PRESENT CONDITION OF EDUCATION IN THE PHILIPPINES.

[The following account of the state of education in the Philippines is of great interest historically, as it represents the results so far of the efforts of the Americans to introduce their public school system into the archipelago and the modifications thereof which the strange conditions there have made necessary. The centralization of authority will be noticed, and it will be instructive to compare these measures taken by the Americans with those of their Spanish predecessors in introducing primary instruction in the islands, an account of which, translated from a history of primary instruction in the Philippines up to 1868, by *Señor Barrantes*, immediately precedes the present account. Unlike the Spaniards, the Americans have begun their educational campaign by establishing public common or elementary and secondary schools for the benefit of the common people at large, and they have deferred any attempts to introduce higher education until, on their plan, there is a sufficient preparation for it. The Spaniards, on the other hand, coming to the islands when public elementary education supported by the state was unknown, proceeded to found a university for higher education, in addition to the church schools, which were common at the period of the conquest, but, following the changes of modern ideas, they also took steps to establish a system of schools for the people in the latter half of the nineteenth century. Evidences of the existence of these schools at the time of the American occupation are found in the reports of the American officers and teachers, extracts from which were published in the last two reports of this Bureau, and similar evidence will also be seen in the present account. This account is made up of extracts from the official report of Hon. Bernard Moses, secretary of public instruction, Philippine Islands, and from the detailed report of Mr. Fred W. Atkinson, general superintendent of public instruction for the Philippine Islands. The secretary's report is mainly a summary of the more important features of the superintendent's report, and presents the difficulties of the educational situation and the energetic measures taken to meet them in a concise but comprehensive manner. Extracts from the detailed report of Mr. Atkinson are given with the view that readers may get a more vivid picture of the actual field work than could be obtained from the judicial summary of the secretary.]

THE PEOPLE.

[The general character and distribution of the people of the islands is concisely stated by Mr. Atkinson as follows:]

There are in the Philippine Islands three distinct races—the Negrito, with 21 tribes; the Indonesian, with 16 tribes, and the Malayan, with 47 tribes, making a total of 84 different tribes. Of these, the Negritos, which at one time populated the whole archipelago, are slowly disappearing, and probably less than 25,000 remain. They are physically weak and intellectually stand very low in the human scale.

The Indonesians, with a tribal population of some 251,200, live almost exclusively on the great island of Mindanao. They are not only physically superior to the Negritos, but to the peoples of the Malayan race as well, and are, as a rule, quite intelligent.

The Malayan race, with its admixture, however, is the dominant one, and is found in all parts of the archipelago in greater or less numbers. The Visayans, with a population of 2,600,000, occupy the islands south of Luzon; the Tagalogs, with 1,663,000, the central part of Luzon; the Bicolos, with half a million, southern Luzon; Ilocanos and Cagayans, northern Luzon; the Pampangans and Pangasinans, northern central Luzon; the Moros, the Jolo (Sulu) Archipelago and Mindanao.

Thus it will be seen that the problem of educating the peoples of three different races, made up of many tribes, which, even in the same race, differ very greatly, not only in the degree of civilization, but in language, manners, customs, and laws, is no small task. The needs and conditions of the different provinces, and in some cases the different parts of a province, have to be studied carefully in order that the greatest amount of good may be given to those whom we have been set the task of educating.

[From the Report for 1901-2, of Bernard Moses, secretary of public instruction.]

ADMINISTRATIVE CHANGES.

In order to bring the educational affairs of all parts of the archipelago more directly under the head of the general superintendent and to provide for a more efficient management of the school affairs in each province, an important change in matters of school supervision was made by the law enacted October 8, 1902. It divided the archipelago into 36 school divisions. The several divisions, except in a few cases, were made to coincide with the provinces. In each of these divisions, except those corresponding to the provinces of Benguet, Lepanto-Bontoc, Nueva Vizcaya, and Paragua, a regularly appointed division superintendent was provided for. In each of the four provinces excepted it was provided that the governor should act, without additional compensation, as division superintendent.

In addition to the teachers appointed for the municipalities by the division superintendent, whose salaries are paid by the municipalities, the general superintendent is authorized to keep in the service of the insular government a force of 1,000 trained teachers for the primary schools and such other additional trained teachers as may be necessary for the provincial schools of secondary instruction. The salaries of the teachers of primary schools range from the few dollars received by the Filipino teacher in the poorest pueblo to \$1,500 per annum. For the salaries of secondary teachers an upper limit of \$1,800 per annum has been fixed. The annual salaries of the division superintendents range from \$1,500 to \$2,500; only three of this number, however, receive the highest salary. The salaries of the division superintendents, of the teachers of the provincial schools, of the American primary teachers, and of the clerks in the offices of the division superintendents are paid with funds appropriated from the insular treasury. The offices of the division superintendents are provided by the several provinces.

THE AMERICAN TEACHERS.

The American teachers have been appointed or selected in general in two ways—either directly by the general superintendent or by persons or institutions in the United States authorized to select a definite number. It is not to be expected that some mistakes would not be made in appointing so large a number of persons in a very limited period, but, considering the whole number of teachers, the quality has been eminently satisfactory. These teachers were not, however, all brought from America, but a number were appointed who were already in the Philippines. Among these latter were included discharged volunteer and regular soldiers and wives and relatives of officers and civilians. At the outset those who were sent into the more remote towns suffered certain hardships, not the least of which was their isolation. Their food was often such as they were unaccustomed to, and the change from the conditions which they had left was often such as to cause homesickness and a certain measure of dissatisfaction with their lot. The long intervals which sometimes occurred between the coming of the mails, and the consequent difficulties of hearing from friends and receiving their pay promptly, tended to develop in many cases a considerable measure of discontent, and when the pay arrived it was, by reason of the depreciation of the local currency, found to be worth less than at the time when they should have received it. In addition to these causes they were also sometimes affected by the difficulties which they encountered in sending money to the United States. But as the monetary difficulties disappeared, as they became adjusted to their new surroundings, as the civil supply stores made available a better quality of food, and as they became more intimately acquainted with the people, they turned to their work with new zeal, and appear, in many cases, to have found in it a high degree of satisfaction. It might be added that the increases in a large number of their salaries during the year tended to impress upon them the thought that their services were, after all, appreciated. The strong desire on the part of the more intelligent Filipinos to have their children educated, and the aptitude of the children to learn, have generally made the way of the American teacher easy, and given him or her a high place in the regard of those among whom they worked. This friendly attitude of the people toward the teachers has been met by the heroic efforts of many of the teachers in behalf of the Filipinos afflicted with cholera. When the scourge appeared and the schools were closed, in almost every instance the teacher stood at his post and did whatever was possible for him to do to relieve the sufferings of the people and impede the progress of the disease, and four of them became its victims.

The number of American teachers connected with the bureau of education between January, 1901, and September, 1902, was 1,074, but the highest number on the rolls at any one time was 926. Between May, 1902, and September of the same year this number was diminished, so that on the 1st of September, 1902, there were 845 American teachers in active service. This number included the division superintendents and deputy division superintendents. The total number separated from the service during the period in question, from the beginning of 1901 to the 1st of September, 1902, was 229; 15 of these by death, 2 on account of the death of other persons, 61 by reason of sickness either of the teacher himself or some member of his family, 69 wives of soldiers and other transient residents who had been appointed in the islands, 10 women married, 24 men appointed to civil positions, 3 commissioned as military officers, 8 dismissed or discharged, 7 deserted, and 30 resigned—some of these last for the good of the service, others on account of dissatisfaction with monetary and other conditions, and a few to engage in business or other affairs.

In addition to the American teachers there have been employed in the period in question a large number of Filipino teachers. In view of the fact that some of these teachers were appointed by the municipal authorities before the organization of the

public school system and some since its organization, in violation of the provision placing the appointment in the hands of the division superintendent, it has been impossible to keep in the general office an accurate statement of the whole number of Filipino teachers in the service at any given time.

In the day schools of Manila in July, 1901, the number in attendance was 5,123. On account of the cholera the number in August, 1902, was 3,044. In the report of last year it was said that at the time there were probably over 150,000 Filipino pupils enrolled in the free primary schools and over 75,000 in actual attendance. It was stated that there were probably 3,000 to 4,000 elementary Filipino teachers, 1,800 to 2,000 of whom were receiving one hour of English instruction daily; that there were at least 10,000 adults receiving instruction in English in the evening schools, and that there would shortly be from 20,000 to 30,000 attending these schools. During the present year there are more than 200,000 Filipino pupils enrolled in the primary schools, about 65 per cent of whom are in actual attendance. The number of Filipino teachers appointed by the division superintendents is 2,625 and the total estimated number 3,400. There is a combined teaching force of Americans and Filipinos of 4,227. The night school enrollment for the past year has been about 25,000, and the estimated actual attendance is about 70 per cent of this number. Between 15,000 and 20,000 pupils are already enrolled in the provincial schools of secondary instruction.

THE FILIPINO TEACHERS.

While the American teachers have already rendered very important services in beginning the work of public instruction in accordance with American ideas, it is nevertheless true that the ultimate character of the public instruction in the Philippines must depend on the character of the Filipino teachers which it will be possible to develop. Under the old régime the salaries of Filipinos were insignificant, and at present they average about \$6 a month for women and \$8 a month for men, in money of the United States. The upper limit of these salaries actually paid is about \$25 a month, while the lower limit is about \$1, which in some instances is for long periods withheld. It has happened that a teacher receiving a salary of \$16.50 a month has hired a substitute for \$4.50, and has lived as an independent gentleman on the remaining \$12. The establishment of the native constabulary, with salaries ranging from \$8.75 to \$18.75, when the ability to read and write is required only of those receiving the highest salary, has naturally aroused more or less of discontent among the Filipino teachers and led them to inquire why a government which can pay its police sergeants the munificent salary of \$18.75 is not able to pay its teachers with equal liberality. This unfavorable contrast may also be made in other cases, for the Filipino teachers are paid less than the drivers and cooks, and often less than ordinary laborers.

In addition to the fact that the salaries of the Filipino teachers are extremely low, there is the other fact that there is sometimes great uncertainty about the payment. By law the division superintendent is authorized to appoint the Filipino teachers in the municipalities and some of the municipalities have raised the question as to whether they were expected to pay the salaries of teachers appointed by officers not belonging to the municipality. "They argued that since the government appoints the teacher and fixes his salary the government expected to pay that salary. Others, when instructed to pay the salary, have assumed the right to fix it and also to appoint the teacher." Even where there is no question about the obligation to pay, the payments are often made irregularly, sometimes in other articles than money, sometimes at long intervals, and sometimes not at all. It is clear that under a system like this the Filipino teacher can never become a very effective factor in the development of public enlightenment; but as the bulk of the population must in the long run rely upon the Filipino teacher, either the municipalities must rise to a proper

recognition of their obligations toward the public school-teacher or a more satisfactory arrangement for their payment be made through some other authority.

TEACHERS' COLLEGE.

Prior to August, 1902, the schools of Manila held two sessions daily, one in the morning and one in the afternoon. The last hour of the morning session was set apart for the instruction of the Filipino teachers. The instruction was given by the American teachers in the schoolhouses where they were severally employed. Given in small groups, without systematic organization or effective supervision, its quality depended largely on the personality of the American teachers. Where the teacher was strong and methodical the work was orderly and effective; where the teacher was weak and lacking in zeal the instruction was fragmentary and unsystematic; but as the purpose of this early instruction of the Filipino teachers was merely to assist them in acquiring a knowledge of the English language, the method adopted, securing close relations between an American teacher and a small group of Filipino teachers, was productive of more or less satisfactory results. In the course of time, however, it became necessary that the Filipino teachers should be subject to a more regular discipline and more systematic instruction. They needed instruction not only in the English language, but also in the various subjects that entered into the curriculum of the primary school. This became manifest at the end of the school year in 1901, when a considerable number of Filipino teachers of Manila had to be dismissed on account of their inefficiency. Some of these were too old to acquire a useful mastery of a new language, and some were indifferent and not in sympathy with the purposes of the government as manifested in its system of public instruction. In order to obviate the necessity of a subsequent resort to this severe method of curing the inefficiency of the city schools, it was determined that the sessions of the schools for teaching the children should be continued throughout the forenoon, that the afternoon session should be abandoned, and that all the Filipino teachers should be assembled at one place and organized into a normal school to be held between 3 and 5 o'clock in the afternoon.

Under this plan the 150 Filipino teachers engaged in the public schools of Manila are assembled for five days in the week in the building in the Walled City known as the "Escuela Municipal." They are divided into small sections and are taught by the American teachers regularly assigned to the Manila schools, each section meeting for three periods and receiving instruction in three different subjects in the two hours of the session. The obligation which was imposed on the Filipino teachers to attend the afternoon session of this branch of the Manila normal school was at first thought by them to be a hardship, on account of the difficulties and expense of securing the requisite transportation; but when it was explained to them that this opportunity was offered by the government in order to enable them to increase their fitness for their work, and thus make them worthy to be continued in their positions, they saw clearly that what was required of them was for their advantage. In bringing the instruction of the children into a single period of four hours in the morning, with two brief recesses, the cooler half of the day was utilized for this purpose and they were released from the necessity of returning to school in the hotter hours of the afternoon. These advantages were more than sufficient to balance whatever disadvantages may have arisen from establishing one session of four hours in place of two shorter sessions separated by a midday intermission. This plan was carried into effect on August 4. Legally this school is a branch of the Manila normal school, and has been conducted under the general direction of Dr. E. B. Bryan, principal of that school. Much of its noteworthy success, however, is due to the tact and energy of the vice-principal, Mr. E. W. Oliver, who has been in actual charge of the institution from its beginning.

PROVINCIAL SCHOOLS OF SECONDARY INSTRUCTION.

An important step in the development of the system of public instruction in the Philippines was the establishment and organization of the provincial schools of secondary instruction. The law authorizing such schools was enacted March 7, 1902. Prior to this date the bureau of education had been chiefly concerned with the organization of primary schools. As a consequence, many of the more advanced pupils in these schools, who had been taught English, began to entertain serious doubts respecting the possibility of continuing their studies in English in schools of a higher grade, and some of them thought it advisable to resume their studies of Spanish in order that they might be prepared to enter the Spanish schools of secondary instruction. This was particularly true in Manila, where there were several secondary schools which were maintained under the authority of the church. These were the only important schools of this grade that existed in the archipelago at the beginning of the American occupation, and only a comparatively small part of the inhabitants of the provinces found themselves in circumstances which permitted them to give their sons the advantages of these schools. It was advisable, therefore, to meet as early as possible the strong demand in the provinces for schools to which children could be admitted on completion of their primary instruction. With the enactment of the law of March 7 the general plan of the system of public instruction began to assume real form. This plan provided that in the course of time the primary schools should exist under municipal authority, the secondary schools under provincial authority, and higher instruction, together with whatever special schools might be established, should be supported directly by the insular government. Schools of secondary instruction were thus to become the peculiar charge of the provincial government. The provincial board was authorized to provide, by construction or purchase or renting, such school building or buildings in the province as in the opinion of the board might be necessary, to be used for the free secondary instruction of pupils resident in the province.

In view of the rude condition of the provincial population with respect to education, and in order to provide an effective and simple organization, it was determined that the secondary schools in the provinces should cover the widest range of subjects that it might be found necessary to teach. It was recognized that these provincial schools would furnish the highest grade of instruction that would be demanded by any considerable number of residents of the provinces; that they would become in the course of time the colleges for the people; and that the few who might demand such instruction as is given in a university would seek that instruction either in Manila or in the United States. It was, therefore, provided by law that the secondary instruction given in the provincial schools might include, in addition to academic and commercial subjects, manual training, instruction in agriculture, and normal-school instruction. While it is expected that ultimately the expenses of equipping and maintaining the provincial schools will be borne by the provinces, it is provided that for the time being the salaries of the teachers in these schools shall be paid from the insular treasury. In their establishment and conduct they are subject to the supervision of the division superintendents and the general superintendent of education. When, however, it shall be determined by law that the condition of finances of a province will justify for the future the payment of the salaries of teachers and all the expenses of supplies and equipment for secondary schools for the provincial treasury, such salaries and expenses shall be met by the several provinces. It was recognized in providing for these schools that certain provinces might not for a number of years be prepared to establish schools for secondary instruction, and it was provided that the provincial board of any such province might appropriate provincial funds for the payment of the tuition in a provincial school in any other province or in the city of Manila of such pupils as might wish to enter such provincial school.

Prior to September 1, 1902, 23 provincial schools had been established in the principal towns of the archipelago, and the work of organizing such schools in 11 other towns was in progress. While English will continue to be the language in which the instruction in these schools is given, an opportunity will be offered to such persons as desire it, for business or social reasons, to acquire also a knowledge of Spanish. By reason of the large part which the Spaniards have played in the history of the Philippines, and the fact that the principal sources of our knowledge respecting these islands are in Spanish, it will be desirable for many years to come that Filipino scholars and men of special cultivation shall, in addition to their knowledge of English, have also such command of Spanish as will make accessible to them the history and information relating to their early institutions. This language and its literature, therefore, will constitute one of the subordinate subjects in the curriculum of the provincial school. By authorizing the broadest possible curriculum and by bringing instruction in all of the subjects mentioned under a single organization it is expected that those who have these schools in charge will adapt the work in them to the peculiar conditions of the people in the several provinces where they are established. The wide diversity in the soil, the climate, and the character of the inhabitants make necessary different kinds of instruction for different parts of the islands, and the organization of provincial schools makes it possible for the main work of the school to be adapted to the various needs of the inhabitants. In some instances, moreover, in order to make it possible for students from all parts of the province to attend the provincial school, it has been found necessary to make provision for furnishing them at reasonable rates with board and lodging. This is rendered especially necessary in some places by the extensive destruction of houses during the rebellion. In some parts of the islands the people had heard that Napoleon's great army was defeated in its undertaking against Russia by the burning of Moscow, and burned some of their principal towns as a means of checking the advance of the Americans. They were surprised to find that this means was not effective, that the Americans could sleep out of doors, and that they brought their own food with them. This useless destruction of buildings has left many important towns without adequate accommodations either for the offices of the government or for the schools. This limitation of quarters imposes upon some of the schools the necessity of providing quarters for at least a certain part of the pupils, and this bringing together boys who are prepared to enter upon their secondary studies and subjecting them to a rational discipline is likely to have a beneficial effect both on their character and their attainments.

MUNICIPAL SUPPORT OF NORMAL SCHOOL STUDENTS.

There are many small towns and villages in the interior of the islands which are too poor to pay Filipino teachers sufficient salaries to induce those of proper attainments to come from other larger towns to engage in teaching, and which have among the inhabitants no persons of sufficient attainments to warrant their employment in the schools. These places are not of sufficient importance to make it wise for the government to support in them American teachers. The inhabitants of these small interior towns or villages are, therefore, without any means for bringing themselves into connection with the educational plans and purposes of the government, or of acquiring knowledge of the kind of civilization which the Americans are hoping to develop in the Philippines. The difficulty here presented is a real one, for it is not desirable that so large a part of the population as is represented by these small towns should be left long without being brought, either directly or indirectly, under the influence of American ideas. To remedy the existing state of things authority was given by act No. 446 to the municipal council to pay out of any funds in the municipal treasury not otherwise appropriated 40 pesos monthly toward the support of one young man and one young woman while attending a public

provincial or normal school. It is understood by the municipality furnishing the support authorized by this act that on returning from the normal school the persons in whose behalf these contributions from the municipal treasury have been made should become teachers in their several municipalities whenever their services might be required. In order to secure the attendance from these small towns of persons properly equipped to carry on the work of the normal school and to give promise of being effective teachers, it was provided that the appointment should be in the hands of the municipal councils, but that the principal of the provincial or the normal school should examine these persons at the end of their first month of attendance. If they passed this examination satisfactorily they might be retained as students, receiving the assistance provided from the municipal treasury, but if they failed to pass creditably this examination they should be sent back to their pueblo, and other more promising persons be appointed in their stead. Before the passage of this act information had been received from various small towns stating their desire to have the opportunity thus presented for providing themselves with properly instructed teachers. This act was passed so recently that as yet no information is at hand concerning action taken under it.

LANGUAGE OF THE SCHOOLS.

Fuller knowledge of the condition of the Filipinos with respect to language seems to justify the decision formed in the beginning to make English the language of the schools. The great majority of the Filipinos are ignorant of Spanish. This is particularly true of the children. Those who profess to be able to use this language have but an imperfect command of it. The native languages are numerous and so unlike that no one of them can be employed as the common medium of communication. There are no books in any one of them that could be advantageously used in a system of public instruction. The few newspapers that are printed in the native languages do not furnish all the intellectual guidance or stimulus needed by the inhabitants of the islands in their aspirations to be counted among civilized peoples. Of such papers there are only two in Tagalog and two in Visayan, but none in any of the other six dialects of the civilized tribes. Elementary books might have been prepared and printed in the various dialects and made the basis of primary instruction. Pupils having passed over this stage of their cultivation by this means would have found only a barren waste before them. There is no great advantage in learning to read in a language which offers nothing worth reading to those who have acquired the art. Children educated in the common schools with only such means as may be provided in Tagalog or Bicol have still practically no access to sources of information regarding the world. The limits of the province remain their horizon. They are shut out from the advantages enjoyed by their more fortunate fellow-countrymen who have had the means to enable them to acquire a language through which may be derived a knowledge of civilized society. The boy who grows to manhood knowing only a language without a literature finds that as the result of his training in school he has not the means for increasing his knowledge, and he very readily falls back into the mental darkness of the semi-savage state. The boy who in his school days has learned the language of a civilized nation, even if he has learned nothing else, has put himself en rapport with civilization. Aside from the practical circumstances of his life, it makes little difference whether he learns English, French, German, or Spanish, but it makes a great deal of difference whether he learns French or Tagalog, English or Bicol. The one makes him a citizen of the world, the other makes him a citizen of a province in the Philippine Islands. If the government were to make the local dialects the media of school instruction, a limited number of the more or less wealthy and influential persons would use the facilities which they can command to learn English for the sake of the additional power or other advantages it would give them in the communities to which they belong, and

these advantages or this additional power would tend to perpetuate the prestige and domination of the present oligarchic element in Filipino society. The knowledge of English which the public schools offer to the youth of the islands will contribute materially to the emancipation of the dependent classes and to the development of that personal independence which is at present almost entirely wanting in the great mass of the people, but which is necessary to the maintenance of a liberal government. It may, perhaps, be difficult to change the fundamental ideas of a race, but it is not very difficult, under proper circumstances rendered permanent for a considerable period, for children of one nation in the process of growth to manhood to acquire a complete practical knowledge of the language of a foreign race. The use of a vernacular dialect in the intimate relations of life and of a literary language in the commercial and public affairs is not uncommon. Practically all Filipinos who use the Spanish language in their more important concerns make at the same time more or less use of one or another of the local dialects; yet under Spanish rule no persistent effort was made to give the great body of the people opportunities for learning Spanish, and in many instances not only was no encouragement offered to the acquisition of a knowledge of this language, but positive hindrances were put in the way of acquiring it. The effort of the Americans to give to the Filipinos a knowledge of English is in marked contrast to the policy carried out by some of the European nations in their oriental possessions. This effort has been met by considerable enthusiasm on the part of the people, and, considering the brief period during which schools have been maintained, has produced noteworthy results. The pupils in all the schools where American teachers have been stationed are able to receive instruction in English, and in the larger towns most of the Filipino teachers have acquired sufficient knowledge of English to enable them to use it successfully in their teaching. The 150 Filipino teachers of Manila, as students in the recently established branch of the Manila normal school, and the students of the normal school itself, use only English in their recitations and reports.

INDUSTRIAL EDUCATION.

The progress of industrial education has met, and will probably continue to meet, with certain obstacles in the Philippines. The people have been accustomed under their earlier instruction to regard education as a means of putting themselves in positions where manual labor is not required. Hitherto the Filipino youth has looked upon the instruction of the schools as a means of preparing him to become a teacher, a civil officer, a clerk, a lawyer, a physician, or a priest. That phase of education through which the young man expects to become a skillful workman has lain almost entirely below his horizon. This is not so much a fault of his race as it is a fault of the nation under which he had been a subject for three centuries. Spain has impressed upon the Filipinos her lack of appreciation of honest work and that higher form of skill which comes from systematic education.

EDUCATION OF THE MOROS.

The Moros, like the Igorrotes, manifest little or no desire to place themselves under the civilizing influences which the government may exert. Their religion appears to satisfy their present needs, and they show no inclination either to accept or tolerate any other. Occupying some of the richest lands of the archipelago, they appear to have abundant food, and whatever excitement is needed to contribute to their happiness they find in the intertribal conflicts which mark their history. For generations they have been as they are, and they see no reason why they should be plunged into that uncomfortable stream which we call progress. The knowledge of the wisdom and traditions of their ancestors apparently satisfies them. Instruction among them, to be successful, must start from their point of view, and the instructor

has to exercise great care not to do violence to their traditional ideas. In accordance with this view, teaching among the Moros on a limited scale has been undertaken in two schools, one in Zamboanga and another in the island of Jolo, but at present the Moros are not manifesting any considerable eagerness to be taught by Americans. Like many other people in the rudimentary stage of social development, they entertain an exaggerated idea of the importance of their power and popular wisdom. As long as they remain in the delusion that they are invincible, it will not be possible by any system of instruction to break the authority of their inherited views. No change is likely to be made in these views except as a consequence of recognizing the physical superiority of some other people. The education of the Moro must, therefore, follow his awakening to an appreciation of his feebleness as contrasted with the powers of a civilized nation.

LOCAL SELF-HELP IN EDUCATIONAL AFFAIRS.

It is possible that if no other consideration has been taken account of in the development of the schools and the construction of school buildings, much more might have been accomplished if the funds and forces at the disposal of the insular government had been used more freely. By reason of many generations of subjection to a strongly centralized administration, the Filipinos have failed to develop the spirit of local self-help and the sense of local responsibility in the municipalities and provinces, and in view of the fact that the government here established provides for a certain degree of self-government in the municipalities and provinces, it was recognized that it would be desirable to stimulate the sense of municipal and provincial responsibility as far as this could be done without sacrificing the present too much to the future. It was manifest that the people were especially interested in education and were willing, in many cases, to make extraordinary efforts to secure proper schools. By allowing them to understand that American teachers would be furnished wherever suitable accommodations for schools were provided, the spirit of local pride was in a measure aroused, and in many cases the municipalities have made noteworthy efforts either to build suitable schoolhouses or to repair those which had suffered some years of neglect. Evidence of the beginning of a healthy activity in this respect comes from various quarters. The Commission, in act No. 74, indicated that \$400,000 might be spent in building and equipping schoolhouses, but only a very small part of this has been actually used, and in view of the improvement in the finances of the provinces it is not probable that large sums will be required by them from the insular government.

INSTRUCTION IN AGRICULTURE.

The organization of the school of agriculture provided for by act No. 74 has been delayed with a view, if possible, to bringing it into connection with the proposed experimental sugar plantation in the island of Negros. While this project was under consideration and investigations were in progress to determine the proper plans for such a plantation, it was impossible to fix definitely the site of the proposed school. Finally, in view of the large amount of work devolving upon the general superintendent of education, and in view of the fact that the bureau of agriculture would have constantly in its service a number of experts who might be used for some part of the year as instructors in the school and at other times carry on their various investigations, it was determined that the school of agriculture proposed for the island of Negros should be placed under the bureau of agriculture, and the government farm at La Granja was selected as its site. While thus the school of agriculture is placed under the jurisdiction of the bureau of agriculture, arrangements have been made by which certain teachers in the provinces will be employed to cooperate with the bureau of agriculture in making various experiments and in gathering such information as may be useful in promoting knowledge of the agricultural conditions of the

islands. At the same time the law establishing secondary instruction in provincial schools provides for the extension of the curriculum beyond the ordinary course of high-school instruction and makes it embrace not only commercial subjects and manual training, but also normal-school instruction and instruction in agriculture, which means that the provincial schools may on a larger or smaller scale, as the authorities of the province may determine, carry on instruction and experiments in such branches of agriculture as may be supposed to be adapted to the conditions in the province in which any provincial school is established.

COMPULSORY SCHOOL ATTENDANCE.

Hitherto it has not been thought advisable to carry out any general system of compulsory attendance on the public school. At the outset of its deliberations on the subject of free public education the Commission took up and carefully considered the question of the desirability of adopting a general law compelling the attendance of children between certain ages either at public schools or at private schools of recognized standing. For lack of schoolhouses and teachers it was impossible to accommodate all the children of school age either in Manila or in the provincial towns. If, therefore, a compulsory school law had been passed, it would have been impossible to carry it out. In many of the municipalities the municipal officers would have been likely to interpret it as meaning compulsory attendance at a public school, and might therefore have interfered with the freedom of teaching which has been approved, provided that teaching fulfills the condition of a certain standard. Moreover, on account of the poverty and the unsettled condition of the population, a compulsory school law would have imposed a real hardship on many parents and placed an embarrassing obligation on the officers of the government. Such an order issued by the insular government might very well have removed from the local authorities the opportunity to consider this subject independently. Under existing conditions the question of attendance at the schools has been brought to the attention of many of the municipalities and they have had an opportunity to exert their local influence in the matter, thus stimulating their sense of local responsibility. This opportunity of the people of the town to act on a project in which they are vitally interested has furnished another occasion in which to develop the spirit of self-help, and this although the towns have not the legal authority to pass ordinances making education compulsory. However, the town has been, in some measure, able to reach and affect this question by the development of a local public opinion in favor of public education. In the course of time it will probably be found desirable, when schoolhouses shall have been constructed and a sufficient number of teachers trained, to pass a general law affecting this question, either making attendance at schools of a certain standard generally compulsory throughout the archipelago or authorizing the provinces or the municipalities to legislate on the subject.

NIGHT SCHOOLS.

The night schools were originally organized in Manila in September, 1900, for the instruction of persons who had passed beyond the age when they could be expected to attend the primary schools. These were chiefly young men who wished to learn English that they might use it in their business or in clerkships. Filipino teachers also attended these schools to prepare themselves for the contemplated change from Spanish to English as the language of instruction. When the pupils had acquired a sufficient knowledge of English to enable them to use it with some degree of facility in their studies, the curriculum of the night school was made to embrace certain subjects that had a practical value for those in attendance. Some of the schools introduced bookkeeping, stenography, typewriting, and telegraphy, and more of them history, arithmetic, and geography. They have been attended by young men wishing to enter the civil service in order to acquire the necessary knowledge of English,

and by persons already in the service to fit themselves for promotion to the higher grades.

The immediate and striking success of the night schools in Manila seemed to warrant their introduction into the towns in the provinces. In a large number of places, therefore, where American teachers were stationed, night schools were established and taught by one or more of the day-school teachers. These schools were attended by members of all classes, including the municipal officers and sometimes the governors of provinces, as well as by young men and young women living in the town. They have exercised no little influence in giving the more influential classes ideas respecting the methods and purposes of American education. There have been employed in the Manila night schools many persons not otherwise engaged as teachers, such as persons with the requisite attainments regularly engaged in the civil service, while in the provinces the night schools have been almost exclusively taught by American teachers regularly engaged in the day schools. The demand for night schools, both in Manila and in the provinces, has been strong and constant, and the teachers have been willing to teach in them for a compensation of \$15 a month for three nights in the week. During the past year nearly 500 teachers have taught in these schools, and nearly 20,000 pupils have been enrolled. Two thousand and fifty-seven of these have been in attendance in the night schools of the city of Manila.

To correct what appeared to be an abuse of the system, the commission provided by law that no night school should be maintained in the city of Manila, or elsewhere, at the public expense in which the average attendance was not at least 25 pupils over the age of 14 years. This section was introduced into an appropriation bill passed on the 14th of July, 1902. This required average attendance was found, after a brief experience, to be too high, particularly in the provincial towns. When therefore the law of October 8, making extensive changes in the organization of the system, was passed, the provision of July 14 was repealed and 15 fixed as the required average attendance. The salaries of the teachers in the night schools, except in the city of Manila, are paid by the insular government. In Manila the expenses of maintaining the night schools are borne by the city treasury.

SCHOOL OF TELEGRAPHY.

With the establishment of peace and the withdrawal of the bulk of the soldiers from the islands, the military authorities are ready to transfer the telegraph lines to the city government. In order to be able to undertake their operations the government has found it necessary to make special preparation for the training of a considerable number of Filipinos to become operators. For the purpose of providing this force a school of telegraphy, as a department of the trade school, was opened in Manila on February 12, 1902. The instruments were provided by the Signal Corps of the Army. The opportunities afforded to young men by this instruction were clearly seen, and a considerable number of pupils were enrolled at once. At present there are 74 in the school. Of this number 15 are already able to act as operators in offices. When brought into the service they will be enrolled in the constabulary, since the bureau of constabulary will have charge of the telegraph and telephone lines in the islands. The need very soon of a larger number of operators than will be provided by the Manila school has led to the establishment of two other schools, one at Vigan and one at Iloilo. The school at Vigan is expected to train Ilocanos who may become operators in northern Luzon, the school at Manila to train especially Tagalogs for service in central Luzon, while the school at Iloilo will provide instruction for Visayans who will be able to take charge of the stations in the southern islands of the archipelago.

MUNICIPAL, PROVINCIAL, AND INSULAR SUPPORT OF SCHOOLS.

While the public school system as at present organized provides for primary and secondary instruction and for certain special schools, as yet no important step has been taken to make provision for higher or university education. This form of instruction in a very short time will be imperatively needed, since the students from the provincial schools of secondary instruction will have completed their courses, and many of them will require opportunity for further study and training. While it may be desirable to send considerable numbers to the United States, where, under the actual conditions of life, they may acquire a knowledge of American civilization, yet for the great body of Filipinos there must be provided in these islands all the opportunities for education which they will ever be able to enjoy. A university, therefore, organized to supplement the instruction given in the provincial schools will be demanded by the Filipino youth. They will need to be taught not only in those legal and historical subjects which will tend to enable them to comprehend and aid in the administration of the government under which they live, but also those practical sciences, such as civil and electrical engineering, chemistry and its numerous applications in manufacturing, and the various forms of mechanical work which lie at the basis of the material progress of the country, and such an institution it will be the duty of the government in the very near future to provide.

[From report of Fred W. Atkinson, General Superintendent of Public Instruction for the Philippine Islands.]

THE YEAR'S WORK.

The past year has been a busy one, and the educational movement has gone forward with great strides in spite of many difficulties entirely fundamental in character.

Briefly, the tangible results since October 1, 1901, are:

A deputy division superintendent has been appointed for each province; 926 American teachers, including division superintendents and deputy division superintendents (the maximum number at any one time) have been engaged in school work, and thus instruction in the English language has been provided for in about 1,838 schools, in which it is estimated over 200,000 children are enrolled; 400 night schools for adults and those unable to attend during the day have been opened; high schools have been established in 23 provinces, with an enrollment of over 1,500; an enormous quantity of schoolbooks, school supplies and a few thousand modern school desks have been distributed. Through the efforts of the division superintendents, whose duty it is to appoint native teachers, salaries of Filipino teachers have been increased, and a definite announcement has been made to them that the American teachers are here not to displace them, but to prepare them to take charge of their own schools. The Filipino teachers have received daily instruction in English, and in addition to this, when they have progressed sufficiently with the language itself, have been taught the common branches and the methods of teaching these. Vacation normal courses have been conducted in the various school divisions to train the native teachers. Courses in normal instruction are now provided for in the provincial high schools. Industrial instruction has not progressed rapidly, but the industrial school in Manila has at present a steady attendance of 149. Industrial instruction in rather an elementary way also forms a part of the regular work of the provincial high schools. Plans for trade schools in Benguet, Lepanto-Bontoc, and Paragua provinces are maturing, furthered by a regular appropriation for this work which is now available. As a means of preparing the Filipino for work in the signal corps, telegraphy is now a branch taught in the Manila trade school. The present number pursuing this branch in day and evening classes is 85. An art course has been

arranged for in connection with the Manila normal school as a preliminary step, it is hoped, to the establishment of a school of fine arts in the future.

Every portion of the archipelago has been visited by some member of the bureau and the peculiar conditions and special needs of these localities investigated. Circulars of inquiry have been sent out to the provincial governors, presidentes, superintendents, and teachers, and a mass of valuable data is accumulating. The needs and conditions of the different provinces, and in some cases the different parts of a province, have been studied carefully in order that the greatest amount of good may be given to those whom we have been set the task of educating. Transportation is an important factor. Very inadequate are the facilities of getting about in this archipelago, made up of several hundreds of islands, extending from north to south over about 15 degrees of latitude.

The church and religious affiliations, the seasons of harvesting, the customs and notions that have been handed down for centuries, and last, but not least, the natural inertia of the people, are all conditions which must be reckoned with and most carefully considered, necessitating different methods, different work, and different sessions in the school year in order to obtain the best results.

The following table gives some of the more important data concerning school divisions:

Number of school divisions.....	17
Estimated total area, square miles.....	114,792
Number of elementary American teachers in the field.....	790
Number of American teachers en route or awaiting transportation.....	39
Number of secondary American teachers.....	40
Total number of American teachers and division superintendents in the field.....	847
Number of Filipino teachers appointed by division superintendents.....	2,625
Total number of Filipino teachers (estimated).....	3,400
Size of teaching force, American and Filipino.....	4,247
Number of children enrolled in day schools (more than).....	200,000
Night school enrollment of past year (estimated).....	25,000

THE FIELD AND THE WORK.

THE FIELD.

To give a complete survey of the field and the many factors which enter into the school problem would be very interesting, but would necessitate much time and space. A few extracts from reports will be given, showing in a measure some of the difficulties and the diverse features of the problem. As the center of the archipelago, and the portion most cosmopolitan in its make-up, work in the city of Manila is summed up as follows:

There are employed in the Manila public schools 48 American teachers. Of these, 5 are engaged in grammar school work with Filipino students, 9 are employed in the American grammar school, 1 is employed in the Chinese school, and the remainder are employed with Filipino teachers in the elementary schools.

Of the Filipino teachers employed in the city 80 are men and 64 are women. Two of them are engaged in giving instruction in drawing; 1 of the women is a leper and is engaged in teaching the inmates of the San Lazaro leper hospital. In addition to the foregoing, 2 Chinese are employed in the Chinese public school on Calle Asuncion.

There are maintained in the city 38 schools, including the American grammar school and the 2 grammar schools for Filipinos. In a few instances 2 schools are located in the same building, and the number of schools is therefore greater than the number of school plants, there being 30 of the latter.

On account of the prevalence of cholera at the opening of the schools on June 16, 1902, and its slow abatement, also on account of antagonistic ecclesiastical influences exercised during vacation, the schools did not receive the desired matriculation, but, contrary to the records of the preceding year, the number of matriculants has gradually increased, so that on August 30, 1902, there were enrolled in all the schools 3,044 students.

The following extracts from report by the division superintendent of the provinces of Ilocos Sur, Union, Lepanto, and Benguet may be considered as fairly typical of the diversity of conditions and difficulties throughout the archipelago. This division includes not only some of the most thickly settled and progressive portions of the country, but also includes some of the uncivilized tribes, the education of which presents difficulties greater than the work among the American Indians.

People.—The principal inhabitants of this coast plateau [of Luzon] are Ilocanos. They own, occupy, cultivate, and control the greater portion of the arable land in Ilocos Sur and La Union. Along the base of the mountains are a number of small barrios or "rancherias" containing Tinguianies, perhaps three thousand in number. Here we also find perhaps two thousand Igorrotes and less than two hundred Negritos. The latter are harmless, nomadic, and are rapidly dying off.

Ilocano.—The Ilocano, I consider, is the most desirable native in Luzon. He is kindly, domestic, not unreasonably ambitious, and seems well disposed toward Americans. While possessing perhaps less energy than the Tagalog, he more than supplies the deficiency by being satisfied to remain at home, till the soil, and educate his children. In the last report of the Manila Normal I notice that Union Province is more strongly represented in its classes than any other province in the Archipelago.

In general physical characteristics the Ilocano does not differ from the rest of the coast people. His face is more pleasant than that of the Tagalog and his stature is perhaps a trifle greater. The home life of these people is peaceful and pleasant. There are, as in all countries, the two classes, rich and poor. Here, as in most countries, the rich man rules and exacts from the poor; but here, unlike the custom in many countries, the rich support the poor in time of need. The mendicant is seldom turned from the door. The common "rice paddy hombre" may feel reasonably certain that some of the good things of the fiesta will find their way to his table. These people are Christians, and have a language and grammar of their own. Spanish is spoken fluently by only the best educated class. In many sections people speak nothing but Ilocano. Their morals are reasonably good. In their dealings with each other they are honest. In method and business instinct they are certainly not American, but much of our criticism is unjust because based upon an imperfect knowledge of conditions and customs.

Perhaps the best quality possessed by the Ilocano is his peaceful disposition. He is not a warrior by choice. During the days of Spanish rule the Ilocano provinces were quiet and easily managed. Our own experience has been similar. The fighting which was done here was really forced upon the people by their warlike neighbors from the south. It is stated by Spaniards that during a former insurrection practically all Spanish troops were taken from the Ilocano provinces, the natives not being disposed to cause trouble.

The people commonly included under the term "Ilocano" may be divided into three classes. The first, and I believe the most substantial class, consists of the pure blood natives. The next class in point of desirability is the Spanish-mestizo. The third class, and the one with which I have experienced greatest difficulty and the members of which show least inclination to accept the American idea, is the Chinese-mestizo.

The pure-blood native Ilocano is a rather sturdy individual. He is satisfied to work and confine himself to practical things. His ability is not less than that of the other two classes mentioned, as is shown by the advancement made by the native children in school, as well as by the business and professional ability of men of this class who hold prominent positions in the provinces.

The Spanish-mestizo seems to have so much of history and tradition inseparably connected with him that he is able to acquire new ideas only after a thorough course of forgetting.

The Chinese-mestizo is an exceedingly difficult fellow to manage. He combines the keenness and stolidity of the Chinaman with the smoothness and secretiveness of the native. The combination is not a particularly pleasant one. The greater portion of the trouble that Americans have experienced in these provinces has been caused by this class. * * *

The capacity of Tinguianies for education is unknown, schools not yet having been established among them. My impression is, however, that they can learn easily. The Tinguanie is not an aggressive person. He does not impress me as one who would contend strongly for his rights. This is perhaps the reason why he clings to the low foothills between the Igorrotes and Ilocanos. He is satisfied to be allowed to remain alone. His face, though pleasant, indicates a lack of the aggressive element necessary for a successful contest among opposing races. * * *

Towns.—The provinces of Ilocos Sur and Union are somewhat overpopulated. All through these provinces the people are collected into centers having an average population of 10,000, with an average distance of 4 miles between centers. These towns are practically all built along the coast wagon road, which follows the general direction of the coast line and runs the entire length of the division. The towns are built upon the plan which is general throughout the islands, the poblacion or central pueblo regularly laid out, usually containing good brick or stone buildings, and barrios scattered all around the center.

My impression is that the towns of Union are generally more prosperous than those of Ilocos Sur. This is partly due to the fact that this province was not so impoverished by war as was Ilocos Sur and partly to the fact that the soil of Union is deeper and richer.

Schools.—The progress of school work in the coast provinces during the past six months has been entirely satisfactory. Presidentes, with a few exceptions, are interested in school work, and every town has a comfortable schoolhouse, fairly good furniture, and a compulsory school law. Local school boards have been organized and are proving helpful. The last vestige of church opposition has been removed. In almost every town the padre is actively interested in school work. In several towns padres assisted at opening of school after vacation. In some towns church bells are rung so as to serve as calls to school. The people seem genuinely interested in the work, and have evidently accepted the idea of English as a common language.

The most valuable work in this direction has been done in the night schools. With few exceptions the attendance in these night schools has been made up of the principales of the town. In many towns the entire municipal government, presidente, vice-presidente, treasurer, and consejales have attended. In this way American influence is brought to bear upon a class of people which can not be reached in any other way. Classes for business men are contemplated in a few towns.

School attendance is strong and steadily increasing. The complete organization of schools is being perfected, and in most towns the school is the central feature. Almost without exception American teachers are deeply interested in the work. Only one complaint of dissatisfaction with station has reached me. In this case the teacher, who complains of heart trouble, wishes transfer to station with another teacher. This transfer has been recommended.

Native teachers are generally satisfactory. The exceptions are the old ones who come down to us from former times, and whose retention is necessary because of popularity in community. Progress made by younger teachers is remarkable. Some of them speak English almost perfectly, teach like Americans, and are full of ambition. In another year many of these teachers will be qualified to take charge of schools. The normal institute was particularly helpful to these teachers. Teachers' classes also assist materially. * * *

I am of the opinion that the greatest improvement which has been effected in school work in this division during the past six months is in the case of native teachers, particularly those of the barrio schools. I found a great majority of these teachers absolutely worthless. Many of them, while regularly appointed, had never seen an American, and had no idea of the proper manner of conducting a school. Not 5 per cent of them understood a word of English or showed any disposition to learn.

This condition has been radically changed. The American teachers almost without exception deserve great credit for effort in this direction. Teachers' classes have been organized in the central pueblo, and native teachers have been compelled to attend and study. A knowledge of English is rapidly becoming an indispensable qualification. Teachers showing no disposition to learn are dropped. The country is full of desirable young men and women eager to teach.

I wish particularly to commend the work and attitude of American teachers in this division. From the beginning I have accorded them the greatest degree of latitude consistent with good conduct. In hardly any case has this been abused. They have worked hard and effectively. Perhaps the best results have been accomplished in the direction of organization and conciliation of antagonistic elements among the natives. The greatest effort has been expended upon organization. The endeavor has been made, and with general success, to make the school the strongest and most fashionable institution in the town. In order to accomplish this it has been necessary to work in a number of directions. In the beginning I proceeded upon the assumption that all padres, presidentes, and ilustrados were antagonistic, but necessary to our success. Indifference is the worst we have encountered from the common "gente."

The above-described condition has been entirely changed. The work of conciliation has been ably performed by the teachers. As before stated, padres are with us. Presidentes are not so favorable generally, but are assisting us materially. Their activity in enforcing compulsory school laws has gone far beyond expecta-

tions. Our hardest work has been with the "ilustrados," particularly Chinese-mestizos. For a long time they were disposed to stand aloof and criticise. This disposition was not apparent in Vigan. I am pleased to note that during the month of June the boys' school of Vigan has added to its rolls more than 100 of this class. Great gains have also been made in provincial towns. The following increases during the month of June are so great as to deserve special mention: Vigan, boys, 127 to 293; Magsingal, 286 to 358; Santo Domingo, 158 to 315. * * *

The only solution of the problem of education in the mountains which I can offer is the industrial school. One of these is to be established at Baguio, Benguet; one at Cervantes, Lepanto, and one at Bontoc. In these schools the elements of an English education should be taught, but only to make possible the teaching of more important things. Our endeavor should be to impart simple practical knowledge. I believe the future of the Igorrote should be properly confined to his little farm. In him I see no possibilities beyond. Business and professional men of all kinds may reasonably be expected from the coast people. I believe that the best we can do for the Igorrote is to make him better satisfied with his present occupation.

[Another report reads:]

The conditions in Sorsogon Province are not so favorable. There the country is unsettled, and the indications are that it will remain so for some time. In general throughout the province the schools are in rented buildings, and these are very inferior to those of Albay Province. There are no roads throughout the country, and money is quite scarce, hence repairs will be slower than in other provinces. The anting-anting brigands are still active, and at the present time the country is much stirred, owing to recent attacks on different towns. This makes the outlook for next year's work rather dark, as I am assured that if the present activity continues it will be unsafe for teachers to remain in some towns. During my visit to the province a town in which I was spending the night was attacked by fanatic bolomen while I was there, but they were driven off, leaving some dead and wounded and five of their number as prisoners. Since my return I am informed that a party of Filipinos in the constabulary was set upon and literally cut to pieces by the bolomen. Notwithstanding these conditions, there is no complaint from the teachers of that province.

The newly elected governor of Sorsogon, Señor Monreal, is apparently much interested in schools, and I have reason to believe that he will live up to his statements. The former governor was unpopular throughout the province, but the new governor seems to have the confidence and respect of all parties. He has pledged his sympathy and helpfulness, and already has done much to help us.

The province of Ambos Camarines is probably in a worse condition than either Albay or Sorsogon, for while those provinces are wealthy in hemp, Camarines must depend almost entirely on the cultivation of rice. The recent death of nearly all the carabaos and cattle has left the province in a bad condition financially. Great poverty exists among the people in some sections, and this has somewhat interfered with the attendance of the children at school, as they have been compelled to assist in the struggle for bread. Apart from this the results have been very satisfactory. All of the civil officials, and practically all of the military officials, from General Grant down, have personally expressed to me their high appreciation of our work.

The character of the buildings used for schools is probably below the average of other provinces, and in some cases we can hardly hope for much improvement for some time to come, as many of the municipalities can not raise enough money to keep up their running expenses. * * *

The people of this and the other provinces, as a general rule, are very anxious for schools, and many cases where parents have made sacrifices to send their children to school have come to my own notice, and I am confident that they appreciate their privileges.

For the benefit of those who wished to study English and could not attend the day schools, night schools were established throughout the division and at first were well attended, but the attendance gradually fell off until most of them had to be abandoned for lack of interest, but I think this is not due to any fault of the American teacher. * * *

The moral tone [of the American teachers] is on a high level, except in a few cases. I have heard rumors of some immorality, but have no reliable evidence, except in one case and this case was soon adjusted.

I have personally found teachers smoking in the schoolroom, and I am informed that one at least of the American teachers is gambling continuously with the padre of his pueblo, but I could not find reliable proofs, although I am reasonably satisfied that it is a fact.

Some of the Filipino teachers have made excellent progress, but a few of them

are so old that they are beyond the age when it is easy for them to take up a new language. Some of the best of these teachers have been recruited from the advanced pupils and they are very diligent in their work. * * *

In Albay and Sorsogon provinces it is very difficult to secure good material for teachers. The salaries that the municipalities can afford to pay are, in many cases, much less than they could make in the hemp market, and consequently they are loth to accept appointments as maestros.

In general, they are studious and courteous. They are attentive to their duties and show an interest in learning English, and usually reflect the American teachers in methods of teaching. They have arrived at the place where they are a valuable aid to the American teacher in the English work.

Very little opposition has been shown by those who are supposed to be opposed to the introduction of American schools. Only two cases of open opposition have come to my notice. In one case an ecclesiastical official spread untruthful statements abroad, and in the other case a person pinned upon his door some seditious statements about the American Government in general and the schools in particular. He was placed under arrest, and is now at liberty under heavy bail to appear before the next session of the court of first instance.

The people at large are wholly in sympathy with our work and speak in the highest terms of the work that has been done.

Upon our arrival here we heard almost no English, but everywhere now one is met with greetings in English, and the parents are delighted with the work of their children. In the most remote towns, in passing through the country, one is surprised to hear conversation among the children in English, or the strains of "America," or "The Star Spangled Banner."

[Extract from Governor Betts's report.]

At the time the civil government took charge of affairs in this province there were two schools organized in each province, one at Ligao under the supervision of an American, and the other at Tabaco under a native instructor. Since the organization of civil government there have been established from one to three schools in each organized municipality throughout the province. Twenty out of the 27 organized pueblos have their schools now under the supervision of American instructors.

The greatest enthusiasm prevails among the people in all the pueblos where American instructors have been detailed, and the problem that at present confronts the municipal governments is that of providing adequate accommodation for the schools, the attendance invariably being in excess of the capacity of the buildings in which the schools are held. In nearly every pueblo in the province there remain the ruins of what was once an excellent school building, but which apparently has been abandoned for some years. These buildings were invariably of stone, the walls of which are still in an excellent state of preservation and could be reconstructed into excellent school buildings.

Some idea of the enthusiasm created in some of the pueblos by opening American schools can be had from the fact that in several pueblos temporary buildings have been constructed by contribution labor in order that there might be ample room to accommodate the pupils. The wonderful progress made by these little people during the short time they have been in school seems incredible, and I do not believe there is a brighter and more enthusiastic lot of little students in the world than can be found in the public schools of this province. The greatest credit is due the American teachers for the excellent manner in which they have conducted their work and for their own excellent deportment.

TEACHING FORCE.

The accompanying table shows the number of schools in each division and province throughout the archipelago, together with the total number of Americans and Filipinos engaged in teaching on the 1st of July, 1902. The number of native teachers includes those formally appointed and under American oversight. That these figures are lower than the real number is evident; the latest report from the island of Marinduque showing 32 teachers (native) actually at work, where the present list shows but 4. Owing to the prevalence of cholera and the delay in reopening schools in many provinces, division superintendents have not reported native teachers unless sure of their being actually at work during the present school year. The total number of Filipino teachers will probably be found to be about 3,400.

Division superintendents.....	17
Division clerks.....	14
Department superintendents.....	36
Schools.....	1, 838
Native teachers.....	2, 625
American teachers.....	806

[The foregoing includes the nautical school at Manila with 2 native and 4 American teachers, the normal and the trade schools at Manila with 13 and 5 American teachers respectively, and the agricultural school at Negros with 1 American teacher.]

PROGRESS OF THE WORK.

During the past year the issuing of books in Spanish for the use of the public schools has been discontinued, and everywhere within the radius of the influence of the American teachers instruction has proceeded in English, and text-books in arithmetic, geography, and other studies are furnished in English. For some of the barrio schools, removed from the influence and oversight of American teachers, limited use has been made of Visayan-English, Ilocano-English, and Tagalo-English primers, to make the transition more easy. The instruction in Spanish has been to a large extent superseded by instruction in English, and except in the high-school courses will not be taught in the public schools.

A great advance has been made in the comprehension of the nature of the people and the children, and in methods of handling them to obtain the best results. One division superintendent has had much success in his handling of school problems, and one of his methods is thus reported by him:

I have adopted the plan of calling all presidentes in the province to the provincial capital for a discussion of school matters before the provincial board. In Union Province such meeting was attended by remarkable success. Presidentes were brought before a board composed of the provincial officials and the division superintendent. At this meeting the treasurer, the governor, and the division superintendent were present. The entire meeting was devoted to a discussion of schools and school matters. The division superintendent presented to the meeting all matters which he considered as of importance concerning schools. The treasurer stated his position upon these matters in very plain language. I have already described to you the manner in which the governor acted.

In the larger part of the field the weekly school holiday has been changed from the middle of the week, as was customary in Spanish times, and now comes on Saturday, as customary in the United States. The week is thus less broken up and better results are obtained.

In some places the old custom of separate schools for boys and girls has been overcome and boys and girls attend the same school. As this custom grows and becomes more general, it will be possible to effect a saving in teachers, as separate teachers are now required in some cases where the size of the classes is such that they could be consolidated under one teacher if the prejudice did not exist.

FILIPINOS TO THE UNITED STATES.

During the past year a number of Filipino young men have gone to the United States, either under the care and protection of returning army officers or at their own expense, to obtain higher education. One of the teachers of this bureau, during the long vacation, took two young men to his home and placed them in school in Pennsylvania, where they are to remain for three years, the teacher guaranteeing their expenses and their safe return to these islands. The teacher who showed his confidence in this manner has returned to these islands with his bride and has again taken up the work of instruction.

It has always been the opinion of the general superintendent that a selected few of the best young men in these islands should be sent to the United States, not alone

for the academic education which they can receive, but for the broader and more impressive education of daily life in the United States, in contact with its greatness and activity. Educational institutions in the United States will eagerly cooperate in such a work, and parents in many cases could contribute toward the payment of expenses. An appropriation for the partial payment of the expenses of such young men would be money well invested in its results when the young men return to these islands.

MANILA NORMAL SCHOOL.

This school occupies the central position in the educational movement in these islands, and its work is of vital importance in carrying out the policy of supplying thoroughly trained Filipino teachers to take charge of the schools throughout the archipelago.

After some preliminary work the Manila normal school was organized by Dr. E. B. Bryan, its principal, on September 1, 1901. It was at that time provided with rooms in the municipal school building in the Walled City, the same building being also occupied by the Manila grammar school, which held its sessions in the forenoon, thus reducing the normal school to afternoon sessions only. During the remainder of the school year sessions were held from 2 to 5.25 p. m. Five courses were given full time and two courses part time: (1) English expression in its broadest sense, reading, writing, and talking; (2) geography; (3) American history; (4) arithmetic; (5) science.

Music was taught two days and art three days each week, the subjects alternating on the programme.

The total enrollment up to January 1, 1902, was 310 pupils, of which number 18 only were females. The average enrollment was 220, with average attendance of 202. The ages ranged from a minimum of 16 years to a maximum of 28. The instruction was given by 11 American teachers—4 men and 7 women. Twenty-four provinces were represented by the pupils.

The necessity for a suitable building received careful consideration, and during the long vacation the large buildings on the exposition grounds in Ermita, a mile south of the Walled City, were repaired and fitted up for the use of the normal school. On the 16th of June, while the cholera was still prevalent in the entire country surrounding Manila, the present school year was begun. The prevalence of this dread disease, which has hampered all school work, was especially felt by the normal school, preventing the attendance of pupils both in Manila and from the remoter provinces.

The present buildings have accommodations for about 500 pupils, and sessions are held forenoon and afternoon. Good physical and botanical laboratories are ready for use and the apparatus for the same is arriving.

In spite of the handicap mentioned, the total enrollment since June 16 has been 330 pupils, and on the last day of August 270 were actually enrolled, with an average attendance of 265 for the month. Of the 270 pupils, 70 are young women. Letters from a large number of presidentes indicate that the attendance will reach 500 at the opening of the middle term, October 1, on account of improved conditions as to cholera and the consequent removal of local quarantine restrictions and restrictions upon travel.

Fourteen American teachers furnish instruction in English, arithmetic, geography, American history, Filipino history, algebra, physics, botany, and music and art.

The instruction in music and art is being given by the normal school in place of a separate school of fine arts which it is hoped will be established in Manila at a later date. One teacher gives full time to music and another full time to drawing. All students are required to take one year of music and they are also permitted to take two years in addition to the one required, and many are availing themselves of this opportunity. At present the work is limited to vocal music and voice culture.

In drawing, the students are also required to take one year. The work of this year is planned with a twofold purpose in mind—to give the student skill in illustrating his daily work when he takes up his work as a teacher and to give him a basis for the more advanced work. Students are encouraged to take more than the required work if they show especial skill or fondness for it. At present 7 students are pursuing special lines with surprisingly good results. These students have passed from charcoal work to color. A class of 20 is ready for the work in charcoal. The students are taking great interest in this work and are showing considerable capacity for it. Classes in wood carving will be started as soon as the science hall is ready for use.

The course of study for the Manila normal school is designed to be a four-year course, and during the last two years it is the plan to bring to Manila the pupils who have successfully accomplished the two-year normal course in the various provincial high schools, these courses being especially designed and laid out by the principal of the Manila normal school for that purpose.

THE NORMAL SCHOOL COURSE OF STUDY.

First year.—1, oral expression (reading and talking with special emphasis on difficult sounds and combinations); 2, arithmetic; 3, elementary geography; 4, history of the United States; 5, drawing; 6, music.

Second year.—1, reading (the purpose being to develop rapidity in interpretation, fluency in expression, and a taste for good literature); 2, arithmetic; 3, physical geography; 4, Filipino history; 5, nature study; 6, hygiene, physiology.

Third year.—1, algebra; 2, political and commercial geography; 3, general history; 4, botany; 5, physics.

Fourth year.—1, geometry; 2 (*a*) United States history, (*b*) civics; 3, zoology; 4, chemistry; 5, professional work (observation and practice in model school).

For the benefit of Filipino teachers in the city of Manila normal training classes which all native teachers are required to attend have been organized. These classes meet every afternoon from 3 to 5 in the municipal school building, Intramuros.

This school is under the direction of the normal school principal. The daily management of the school is in charge of Mr. E. W. Oliver, principal of the large Victoria grammar school (American and Filipino), which meets forenoons from 8 to 12 in the same building. The classes are taught by American teachers employed in the public schools of Manila. Daily instruction is given in arithmetic, English, civics, geography, and hygiene.

Thus the Manila normal school marks the culmination of the efforts for the training of Filipino teachers, which were necessarily begun in a crude way by the instruction of each for an hour every school day by the local American teacher; then followed by systematic instruction during a month or six weeks in provincial institutes during the long vacation; further advanced and placed on a more substantial foundation by the work of the provincial schools in their normal courses, and completed and made thorough by the central school at Manila.

Short as has been the time improvement is already felt in the elementary schools where teachers with but a little training in the Manila normal school have been appointed. Too much, however, must not be expected, for the full benefit of such a course can not be obtained for several years, and among the first graduates there may develop a lack of efficiency due to insufficient preparation in such rudiments as are the common possession of all American school children, but are just being introduced in these islands.

NAUTICAL SCHOOL.

A nautical school was opened in Manila, December 15, 1899, with an attendance of 22 pupils. The school is designed to educate young men for the merchant marine service. Owing to the mountainous character and small size of these islands, trans-

portation by water must always continue to be the principal and almost exclusive method. This school is intended to fit Filipinos to take control of their own shipping instead of permitting it to be controlled by people of other nationalities.

At the beginning of the present school year the attendance, especially from the provinces, was subject to the same curtailment on account of cholera as has been noted in other secondary schools. In spite of this, however, on August 31 there were enrolled 73 young men, and the percentage of attendance for the month was 87.7. The pupils represent about 20 different provinces.

The school is under the supervision of Lieut. Commander John J. Knapp, U. S. Navy, and has a teaching force of 4 American teachers and 1 Filipino instructor. The school was last year divided into four classes instead of three, and the scope of the instruction has been much extended. The attendance of the three upper classes is very good, and the attendance of the fourth class improves after the first three or four months. The school is now in good running order. Two full months of work have been completed, including the regular monthly examinations. The upper classes show good progress since the opening of the year, and the new fourth class has some promising material. New classes in physics, nautical astronomy, general history, and United States history have been formed this year.

The instruction during the first year includes arithmetic, English, geography, and drawing. That for the second year, English, algebra, geometry, geography, and drawing. That for the third year, English, history, geometry, plane trigonometry, physics, mechanics, geography, and drawing. During the fourth and final year, the pupils are instructed in spherical trigonometry, nautical astronomy, navigation, seamanship, hydrographical drawing, general and United States history, and English. All classes are instructed in practical seamanship three times a week.

For the course in practical seamanship a mast has been erected in the school grounds and fitted with foresail and topsail. The pupils are frequently drilled at this to make them familiar with the nomenclature and the handling of ropes and sails. It is impossible, however, to get sea experience from this, and it is greatly to be desired that the school be provided with a school-ship at as early a date as is practicable.

During the long vacation the pupils of the most advanced classes have been placed on commercial ships for actual experience in their future profession.

The first object is the Americanization of the students in language, habits of thought, manner of performing work, and general moral principles. The next object is the technical education in seamanship, navigation, and kindred subjects. In view of the fact that the students had little, if any, satisfactory primary training before their admission to this school, it is deemed that very encouraging progress has been made.

The respect for authority and the physical development of the pupils are not unprovided for. Each school morning at 8 o'clock they are required to form in front of the school building and remain uncovered while the United States colors are hoisted. After this they are given twenty minutes "setting-up exercise." This drill, together with the exercise obtained by handling the sails and spars, has greatly improved the appearance and bearing of the students. As further means of discipline, the students are formed, between recitation periods, by the officer of the day and are then marched to their several recitation rooms by their class leaders.

The school hours are from 8 until 1. This time is divided into six periods of forty minutes each, with five-minute intervals between the periods. The two larger classes are divided into two sections each, so that each instructor has during each period an average of 12 students. At the beginning of the school year the number of instructors was 5—2 American and 3 Filipino. There are now 5 instructors, 4 of whom are American and 1 Filipino, and in addition thereto the superintendent has taken direct charge of the instruction in navigation.

The methods of instruction, system of marks and records, and the discipline of the school are based on those of the United States Naval Academy at Annapolis. A card system for the keeping of marks and records has been introduced during the present year. Monthly and semiannual examinations have been held. Monthly reports of the efficiency and conduct of each pupil have been sent to the parent or guardian, and have also been posted in the school building, that both students and instructors could see the results of the school work.

All the instruction in the school at present is given in English, with the exception of that in the class room of the remaining Filipino teacher. The change of the school language from Spanish to English has been an important step, and it is deemed that American methods, particularly in seamanship and navigation, are more direct, and in addition thereto the students are absorbing the wished-for American method of thought and action.

It is recommended that three or four recent graduates of the United States Naval Academy be secured as instructors for this school, that larger and more suitable quarters somewhere near the water be provided, and that a dormitory system be arranged for. The whole course should be extended and enriched and the discipline should be stricter.

MANILA TRADE SCHOOL.

The Manila trade school has at present 136 pupils, divided into classes as follows: Telegraphy, 74; drawing, 60; English, 57; carpentry, 29.

Of this number, only 23 come from the north side of the river Pasig, showing very conclusively that the great body of Filipinos are not being reached in the efforts to give them a knowledge of modern industrial work.

The beginning of trade-school work in Manila has been delayed and hampered by many obstacles, some of them very unexpected. The Filipino people as a class, after years of Spanish rule, have the idea firmly embedded in their minds that manual labor is degrading and beneath their dignity. This is strikingly shown by the enrollment in the classes in telegraphy and drawing as compared with the very few in the carpentry class.

The location of the buildings assigned for use of the trade school is bad, in that it is far removed from the working class of Filipinos, who can not pay for transportation and who will not walk long distances. The school should be moved to a new location in a Filipino industrial center, either in Binondo or Tondo.

Cholera, as in the case of all other secondary schools, has played an important part in decreasing enrollment and attendance.

It has been impossible to purchase in this city a sufficient number of tools for the use of the various classes and for distribution to industrial classes in provincial high schools. Orders for tools to be purchased in the States have been subject to very great and annoying delays.

The status of the various classes is given in the following quotation from the report of the principal, Mr. Ronald P. Gleason:

Carpentry.—Up to the latter part of July we had four sets of carpenter tools and a few extras. They were a makeshift and hardly suited to the needs of the Filipinos. Since the arrival of the tools from the United States much more has been accomplished. The number of pupils taking this work to-day is 29.

Drawing.—No drawing tools or supplies came until about the middle of July, so that up to that time nothing was accomplished. There are 60 pupils in the drawing classes at this time.

Telegraphy.—The outfit for this department, with the exception of the tables and chairs, was furnished by the army. In order to make this a practical course the printed blanks and books for the keeping of such records as the student will be obliged to keep in any telegraph office in the Philippines have been ordered. There is great need for a few typewriters, for in the modern telegraph office a typewriter is almost as necessary as the telegraphic instrument, and the students should have practice in using them. Seventy-four students are taking this course.

Plumbing.—The tools for this work have arrived, but the classes in telegraphy now occupy the room set apart for this work. It is intended to move the classes in telegraphy to the north room of the northwest building. This room is now stacked full of lumber. A building is now being put in condition for the lumber, and the room will soon be cleared so that the classes can be established in plumbing.

English.—The teacher who is to take charge of the plumbing work is at present engaged the full time in teaching English and mathematics to all who desire it. Many do not wish to study these branches here, as they go to the evening school and prefer to devote their full time to practical work. Fifty-seven attend these classes.

Blacksmithing.—Requisitions for tools and supplies for this work were forwarded to the insular purchasing agent early last March. After many delays they were returned with the request that they be cut down. At this time all the funds had been withdrawn, and there was no appropriation available. The teacher who will take charge of this department is here. Neither room, tools, nor supplies are ready, but his services will be required in assisting in the drawing room and elsewhere.

Electricity.—The requisition for this work suffered the same fate as did that of the above. A teacher has been appointed to take charge of this course, but it is doubtful if he comes from the States. * * *

Evening school.—As soon as possible after receiving the necessary tools and supplies evening classes in drawing and carpentry were started, two teachers giving their services five evenings a week. There being no possibility of receiving, under the new night-school attendance requirement, any pay for services rendered, the classes were kept open only three nights a week. The classes in drawing averaged for a number of nights over 20, and with an enrollment of 33. Since the rains have begun the classes are not quite as large. The rain is not the only damper, however, for there are not lamps enough properly to light the room. Immediately after the passage of the appropriation bill for the present quarter a requisition was put in for 10 Parker lamps or their equivalent, so that there might be light enough in all the rooms. Up to the present time no lamps have been received.

The classes in carpentry have never been over 10. There should be evening classes carried on in connection with the trade-school work for the accommodation of a class of people who can not attend school in the daytime, but it does not seem fair to have the teachers give their services when the school day is fully occupied with the regular work. Under the present law that seems to be the only way if they are to be kept open.

EMERGENCY NORMALS.

In the provinces of Pampanga and Bataan, the supply of competent native teachers being insufficient and the ordinary daily instruction of teachers not materially assisting to fit aspirantes for these vacancies, small normal schools were opened at San Fernando, in Pampanga Province, and at Balanga, in Bataan Province. At the former school the attendance became nearly 50 within a week of starting, and the school continued in successful operation under the instruction of two American teachers until the long vacation. The school in Balanga had an enrollment at the same time of 25, and the work in this school was continued under the charge of one American teacher until the vacation. Since the vacation, during which the cholera epidemic prevented the holding of the vacation teachers' institutes in these provinces, the normal schools thus begun have been continued as integral parts of the provincial high schools established in these towns at the reopening of school work. These schools, it may be noted, although organized to supply purely local needs, were the first regular normals to be organized outside of Manila.

VACATION NORMAL INSTITUTES.

To obtain a sufficient number of fairly efficient native teachers to supply the demand, and to teach them English and give them training in American methods, has been one of the most pressing needs of the school work. In pursuance of this plan, all American teachers have devoted one hour per day to this work, giving instruction to all native teachers within a convenient distance. While this work has been effective in its way, the necessity of assembling native teachers in larger bodies for more advanced work has been given much attention by the general superintendent and the division superintendents. In a small way the work was

commenced during April and May of 1901, by vacation normal schools in Manila, Iba, and Laoag.

During the past year the arrival of large numbers of trained American teachers enabled plans to be made for much more efficient work during the long vacation, which in most provinces came during the months of April, May, and June, although some of the provinces had vacations at earlier or later dates on account of local conditions and needs.

The long vacation consisted of twelve weeks, during at least four of which the vacation normals were in session. In some cases the institutes were held at the beginning of vacation and in some provinces in the last month. The general idea was to have one such instruction school in each province, in special cases to be divided or consolidated, as conditions required. One large institute was planned for the entire island of Panay, but the impossibility of getting reasonable transportation and accommodations for the native teachers while attending the session, and the insular government not being able to furnish funds for this purpose, smaller schools were held at Iloilo, Capiz, and San Jose.

It should be remembered that the work along this line, while successful both in numbers and results, was performed in the face of difficulties of transportation, communication, and health which can not be conceived by a person not familiar with these islands. Just at the close of schools the cholera had broken out in Manila, spreading rapidly to the provinces, and for a time threatening not only the vacation work, but the regular school work at the recommencement of schools as well. In an ever-widening circle the scourge has spread, until at the present time the Visayan group (Panay, Cebu, Negros, and Bohol) and the Ilocos provinces, in the north of the island of Luzon, are the provinces most afflicted. The schools for San Fernando, Malolos, Baliuag, Balanga, and Dagupan—in the most thickly populated parts of the archipelago—were forbidden to open, and it is estimated that the attendance at these five schools would have been nearly 1,000. Other schools were severely cut in attendance, or the term was shortened, by the same cause. The mail and transportation service (slow and unsatisfactory at best) was doubly crippled by the quarantines which were enforced on all travel, both by land and sea.

[Notwithstanding the foregoing drawbacks, the statistics of these vacation institutes show that there were 300 American and 2 Filipino teachers engaged in the work at various dates, with 4,389 pupils, and an average attendance of 3,986.]

Necessarily much difference existed in the programme for these schools on account of the varying number of instructors, and more especially because of the limited capacity of the native teachers and aspirantes attending. In the smallest schools the subjects taught were arithmetic, geography, history (general, United States and Filipino), English conversation and grammar, school methods and management. In addition to these, the larger and more advanced classes also received instruction in physiology and hygiene, botany, nature study, applied psychology, drawing, music, and civil government.

In these vacation institutes the common branches were taken up with a view to teaching the subject-matter, and illustrating, as far as possible, correct methods. Filipino teachers or candidates were often called upon to take charge of classes and teach subjects designated by the American teachers, criticism being invited from the other students upon their work and method. In some schools certain principles of pedagogy were illustrated and students were encouraged to discuss them in the English language.

An effort was made to discourage belief in a number of popular fallacies; as, for instance, the value of translation methods and the use of Spanish and Tagalog in the schools. Music, drawing, and physical exercise were also taught where a teacher was available for the purpose.

The division superintendents and principals in charge of these schools report a very noteworthy interest on the part of the pupils, who entered into the work with enthusiasm and displayed a commendable spirit of eagerness and friendly rivalry. The school work during the few months elapsing since the beginning of the schools for the present term shows a very fair increase in efficiency and interest as a result of these institutes.

In some divisions classes for conversation, to which were admitted a limited number, were held every afternoon after the regular hours. This was optional and proved very successful. Each American teacher met from 8 to 12 Filipino teachers, the object being to cultivate the habit of free and easy conversation. Subjects of conversation were chosen largely by the students, but it was always to be something worth talking about and in which all had a lively interest.

Many students who attended these normal institutes did so at great personal sacrifice. It was soon apparent that many who had come would not be able to continue through the month for lack of means. Many of the native teachers had received no salary since January 1, and only a comparatively few were paid up to date. Aspirantes, as a rule, were in a still worse condition, having no money and no hopes of receiving any soon. In Cebu a teachers' organization was formed, a contribution was made by the American and native teachers alike, the needs of the less fortunate were relieved, and 84 pesos were left in the treasury for the next year. The amounts paid to aspirantes and teachers are to be returned whenever they are able, the fund thus becoming self-renewing.

In many of the schools young men and young women studied together. At first many questioned the advisability, as it was a radical departure from the custom of keeping the sexes separate during school work. The young women hesitated to enter the classes with the men, but after the first few days all embarrassment passed away and they were generally agreed that there was great advantage in the arrangement.

PROVINCIAL SCHOOLS.

One of the most important parts of the work during the past half year has been the organization of provincial schools. Not alone is a free public secondary school an entirely new departure in these islands, but the organization of these schools has gone far toward impressing the influential natives with the idea that the American public schools are of interest to themselves as well as to the humbler people. The higher classes of Filipinos have a great love for the showy and ornamental, and while they prefer to send their children to a private school under the church authorities, yet the fact that the Americans are beginning to provide for the higher education—an education more complete and thorough than it is possible to obtain within the islands otherwise—is having its effect, and when it is possible to announce a free American university at Manila it is believed that the primary schools will reap much benefit in increased attendance of the children of the better class of Filipinos.

The foundation for the provincial high schools has been laid by the division superintendents during the past year; grammar classes were organized in public schools in several large towns under municipal support, but accepting pupils temporarily from other towns, and when in March of the present year an act was passed giving provincial boards power to provide for the erection or renting of buildings for such schools, and to provide funds for the other expenses, the division superintendents were nearly ready to make their definite recommendations and select their teachers in order to get the schools started in time for the beginning of the present school year.

The amount of work connected with the organization of these higher schools can not adequately be described. It has been absolutely new work. Everything had to

be created and provided. The American teachers and the text-books were furnished by the insular government, and the buildings, native teachers, furniture, and all other equipment by the provinces. The division superintendents, almost without exception, spent a large part of their vacation in assisting in the organizing of these schools and getting action by provincial authorities. Up to September 1 twenty-three provincial high schools had been organized:

The course of study for these provincial high schools, while necessarily not uniform, provides academic, normal, commercial, industrial, and agricultural courses, the purpose being to fit students for the higher educational work of a general nature; to prepare for the university work to be offered later in Manila; to prepare Filipino teachers to carry on successfully the work of education; to educate for clerical positions, and to fit for the trades and agriculture. The academic course will include all the branches usually taught in grammar and high schools in the United States, with the addition of Spanish, for which there is still a large demand. As a rule, the teacher of Spanish will be a native of these islands, and as fast as the best teachers can be properly educated and imbued with American methods of teaching they will be used in many of the teaching positions in these schools.

A letter received from one of the most active and best division superintendents at the time these high schools were being organized summarizes well the attitude of the people toward the educational movement:

I am forced to believe that the high school will be the strongest weapon we have and will cover the weakest spot in our defenses. The primary schools are all right; I feel safe as to them. In the country we are drawing everything our way. In cities, where church influence and private schools are strong, a serious task confronts us. We have not yet reached the best class of students. They want education. They are not opposed to us or to our schools. They simply realize that we can not yet give them what they want. Some of them are in Manila in church schools. A few of them are in Manila in our schools. A great many of them are here in private schools. They came out to our normal and were among the best workers. The powers of the church here are strong, but latent at present. They are not working against us, but are watching us. I firmly believe that if we do not reach the class described church schools will be established. This would be a serious blow to our work, as this is a strong church town. I consider myself in a position to be posted upon this point.

The local institute represents the power of the private school. It has a fluctuating attendance, a curriculum embracing everything from elementary work to the history of philosophy. It is a self-supporting affair and is not on a very firm financial basis. This class of students do not need Spanish, but they demand it. I have been uncertain upon this point until recently. I now believe we should accept the situation. If we do not furnish a course in Spanish some one else will.

The principal of this institute is a man who would be in every way desirable. He is a finely educated man. He speaks and teaches Spanish and native dialect well. He is also a first-class Latin teacher. The ease with which he puts his dialect or Spanish into Latin is a revelation to us Americans. He has a strong following and is the brains and backbone of the institute.

As for American teachers for the high school, I feel that the best we have is none too good. Here, even more than at any other place in the field, we need an organizer. We must get out among the people and present our case.

The organizing of the school at Iloilo, where conditions were very favorable, shows the eagerness of the people for this class of schools, and mention is incidentally made of the paralysis temporarily imposed by the cholera:

I have the honor to submit the following report of the tributary normal school, organized at Iloilo on June 16 of this year.

The provincial board, being in full sympathy with the idea of establishing a normal school at Iloilo, rented an excellent building at a cost of \$125 gold per month and equipped the same with 200 school desks, teachers' desks, and is now having made 40 benches with a seating capacity of 300 pupils. The board has at all times shown a willingness to comply with any reasonable request for assistance.

Circular letters were sent to the presidentes in Panay requesting them to announce in their respective pueblos the opening of a normal school at Iloilo on June 16 and that pupils would be matriculated on and after June 2. The school was opened with

an attendance of 150 pupils. Matriculations were kept open until the enrollment had reached 288, representing 40 towns from Panay, 6 from Negros Occidental, and 1 from Romblon. Owing to the bad weather, very largely, the average attendance was kept down to about 250 for the month of August.

The greatest enthusiasm prevailed throughout the school among teachers and pupils. A literary society was formed, made up principally of the best pupils in the school, which has assisted very greatly in maintaining an interest and spreading the reputation of the school. Following out a suggestion made to the presidents, many pupils formed clubs for the purpose of reducing living expenses, and just before the outbreak of cholera arrangements were under way to accommodate 100 members with a Filipino and an American teacher in charge of the club. With the outbreak of the cholera about August 28 the pupils began to leave, obeying the urgent requests sent in by parents for them to return. On September 2, in compliance with request made by board of health, the school was closed until cholera situation was so well in hand that the danger was practically over.

As these provincial high schools draw their students from all over the province, and in some cases from neighboring provinces as well, provision has been made by the provincial or municipal authorities in many cases for dormitories for the pupils, or for the provision of suitable board and lodging at a reasonable price on the club plan. These arrangements are made by the provincial or municipal authorities, but the teachers of the school have general oversight of the quarters.

INDUSTRIAL AND AGRICULTURAL INSTRUCTION.

In some parts of the islands, particularly in the provinces of Benguet, Lepanto, Bontoc, Nueva Vizcaya, and in Mindanao, the nature of the tribes makes especially important the instruction along industrial and agricultural lines, rather than along the lines of ordinary primary instruction. Consequently the provincial schools to be established in these places will conform largely to these necessities. In many of the high schools these branches will be given as regular courses, but the work will naturally proceed along more advanced lines in the civilized and more highly educated provinces. The following extract from a letter in reference to the industrial work at Iloilo will give a view of the latter conditions:

In asking what courses should be included at the beginning, the consensus of opinion was that carpentry, blacksmithing, mechanical and architectural drawing, woodworking, and machinery should be put in at once. Special emphasis was laid upon the last. A number of business men said it was by far the most important, as at the present time it is necessary for the haciendero to send to Manila whenever a piece of his machinery breaks for a man to go out to his hacienda to see what is the matter, and thus is often caused a delay of days and sometimes weeks.

The editors in Iloilo make a strong plea for the immediate establishment of printing. They say that they have to send to Manila for Tagalog printers; that these Tagalogs refuse to teach the Visayans their trade, and consequently much ill feeling is aroused. They wish this taught their own countrymen as soon as possible. Its worth as an educational work will be great; however, it is not of prominent interest as are the courses in carpentry, blacksmithing, woodwork, etc.

A view of conditions in the Igorrote provinces illustrates the opposite extreme of industrial work. In forwarding plans and specifications for a building to be erected to accommodate a combined agricultural and industrial school for the province of Bontoc, the division superintendent gives this interesting information:

The province is entirely mountainous and reached from the coast by a single trail, passable for horses and in very good condition. * * *

The entire province is inhabited by Igorrotes. So much has already been written about the Igorrotes that I shall not encumber this report with attempts to describe their habits or customs. It lies within the scope of the report, however, to say that they are not in any social condition to be benefited by any attempts to educate them along the lines laid down for the more civilized tribes of Filipinos. They are centuries behind the other races in race development.

I think it would be wise, in entering upon a plan to educate the Igorrote, to take account of the backward condition of the race and adapt the methods to the needs. Their homes are wretched and filthy. Their habits of dress and eating are shiftless

and unsatisfactory from a civilized point of view. Their filthy personal habits can not but breed disease. Their methods of providing the means of livelihood are primitive. They are, however, industrious in a measure and their conditions may be improved by very simple industrial and sanitary instruction.

For this reason I believe the school suggested herein is the most feasible plan for undertaking their improvement. The plan recommended to build or establish in Bontoc, the capital of the province, an industrial school which will accommodate about 150 to 200 boys and perhaps half as many girls; to provide for the pupils to live at the school under the control of an American teacher who shall have the responsibility of their supervision, both as to their studies and their living, cooking, eating, clothing, etc.; to teach them by actual direction the better ways of living, possible under their circumstances, seems the most hopeful way of bettering them by means of education.

Their soil is productive and the climate is as good as any on the archipelago. Their chief products at present are rice and a kind of sweet potato. They display rather remarkable understanding and diligence in the cultivation of their rice. The tillable land is all in very steep and narrow mountain valleys. The Igorrotes have terraced the sides of these valleys, building up the sides of the terraces with stone walls and directing the small mountain streams into them in such a way that all the rice land is admirably irrigated. The sweet potatoes are cultivated on the sides of the mountains and are produced in abundance. The soil and climate are such as would make a great variety of products possible. There is already grown in various places a small quantity of cacao and coffee. There is no reason why live stock should not thrive, as there is an abundance of grazing and water.

The following is an extract from the letter of Mr. Smith accompanying the estimates for the school:

"There is much in the furnishing and equipping the school here that can be made in Bontoc by the boys and girls, and of materials that can be secured by the natives; the boys and girls can have the same things in their homes when they leave school if they so desire. In this line are the dishes and beds. We will have only to ask the Department to furnish us with knives, forks, spoons, blankets, and domestic (cloth). It is estimated that we will need 100 each of knives, forks, and spoons; 1,000 yards of domestic, 100 blankets, 2,500 yards of cloth for clothing, which could be made up by the school. I think nine-tenths of all the work can and should be done by the pupils of the school, and that everything should be made of material that can be obtained by the native and is within his reach in his present condition. It is my idea to have the school make as many as possible of the things needed and used, and to have the life of the pupil approach as near that of the civilized man as is practical for the Igorrote under the present conditions of the entire people.

"I think that the Department ought to be asked to furnish us with at least 50 sheep, 50 goats, 10 cows, 10 carabaos, 10 mares, and 10 pigs."

The variety of natives in Mindanao of the lower types of civilization gives rise to peculiar conditions and leads to a consideration by the division superintendent of the industrial work there, as follows:

I believe the introduction of industrial education among the regular Christian or Filipino population to be feasible, but attended with many difficulties, chief of which is the Filipino mental attitude toward work. The line of least resistance with the older pupils will run along the industries and occupations held in most esteem by their parents. These vary in different localities, but never include the work done chiefly by the pagans of the region involved—much less that done by the Mohammedans. In Cuyo Mr. Stone has found a satisfactory beginning in pottery, and I expect Mr. Tarbox to find this same line satisfactory in Cagayan. In other localities other industries will form the center. The cultivation of the soil should begin with the things the growing of which is esteemed by the people, even if this confines us to floriculture, as it will in certain localities. This can be followed with the introduction of new things, and in the course of time we may hope to reach the proper cultivation of standard crops, in one locality camotes (which can be indefinitely improved), in another cassava (which is far from its best development here), and so on, in each case adapting the work to the local needs. The work for the big girls is already laid out in most places, and consists in sewing, needlework, fancywork, and in some cases weaving. This furnishes a basis for a beginning. Girls also take an interest in gardening, especially flower gardening. The little children do not feel so much the home prejudices and they can be handled more easily. Pandanus leaf work will be found very interesting and valuable to them, if wisely handled. The simple weaving of mats will soon tire them; but the mat work can be made into an

endless variety of beautiful and useful things of which these people know little. Grasses and various fibers will be useful in similar lines and developments.

The "New Christians" have no prejudices against work, and they are anxious for help. All we shall have to trouble about with them is the decision as to what would be most profitable to them and how to give it them. They are very largely agricultural people, and their form of industrial education should be governed accordingly.

The various Moro tribes vary greatly in their manners of life, and consequently in their needs. At Zamboanga their work must be largely mechanical. In Jolo and the regions roundabout the mechanical and the agricultural elements should be combined. I am longing to get into the region of Lake Lanao, as I feel confident we can help the people there. Their needs seem from this distance to be largely agricultural, as are their tastes. But for the present we can do so little for the Moros that they hardly need be taken into account in forming general schemes for immediate action.

The pagans are nearly all agricultural peoples, although in other respects they differ greatly. We have done absolutely nothing for them as yet, and shall be able to do so little for the present that they, like the Moros, need not enter into our general calculations.

The first and most important item in the equipment needed is the mental equipment of the teacher. This applies especially to the American teacher. That teacher who fails to recognize in this the most serious and important work he has to do will hardly do anything worth the doing. Next to the attitude which will lead a teacher to give this work his most serious attention and constant thought is knowledge of the details of such work and skill with the hands. In most cases we must trust the Filipino teacher to furnish these, while the American teacher furnishes general guidance and enthusiasm. We shall have to bear in mind that the Filipino teacher shares the general Filipino prejudices on the subject of work, and needs encouragement to feel the importance of what he is set to do.

The equipment in the way of tools and apparatus required can not be determined till we know exactly what is to be done in the several localities. For pandanus and allied work the teacher ought at least to have a pocketknife worth a quarter—two or three such knives will be found convenient and useful. A few "Diamond dyes" will be required, but it will be possible to pay for these out of the product of sales of manufactured articles in nearly all cases. A sewing outfit, with such material as it will be necessary to buy, will average probably a cost, by the year, of 50 cents (United States) per girl; but the details of this requirement can be made out by others better than by me. A dozen mattocks or pickaxes, a dozen hoes, two rakes, and two spades will be found a fair outfit with which to begin gardening. Of course seeds, in addition to those to be found in the immediate neighborhood, will be needed soon. A pocketknife is a good tool with which to begin wood carving. Pottery work can be done without a wheel, but this latter will be found very desirable before the work has progressed far. Bamboo splints can be made into additional tools with the help of a knife only. Should clay work develop along artistic lines, as I have no doubt it will in some cases, essentially no additional tools will be required except those which can be made by the artists themselves. As to the necessary kiln for burning clay work, I shall have to refer you to Mr. C. H. Stone, who has had experience in that line in this division. Finally, let me express my strong conviction that it is very desirable, from the educational point of view, to do this work with the simplest practicable apparatus and tools, and to give preference to that which can be made on the ground with ordinary everyday tools.

NIGHT SCHOOLS.

Within the past year great progress has been made in the education of adult Filipinos in English and the common branches by means of the night schools which have been held throughout the archipelago. The first night schools were opened in the city of Manila in September, 1900, and they were so successful that with the establishment of regular day schools in the provinces in the first half of 1901 steps were taken to provide for night schools as well. The salary at this work was fixed at \$15 a month for conducting evening schools an hour and a half three times a week and is paid by the insular government. Outside of the city of Manila the night school-teachers were almost invariably the regular day teachers, but in the city of Manila the services of a considerable number of well-educated civil employees in the various government offices were obtained, together with some regular day school-teachers as instructors and principals.

The growth of these schools has been rapid, and at the end of the last school year in nearly every town where there was an American there was at least one night school. During the year ending with June, 1902, 484 teachers had taught night schools. Of the teachers who have separated from the service 71 had taught night schools, leaving approximately 413 individual night schools conducted for a longer or shorter portion of the school year. Of this number probably 300 had been in operation during the school year. The enrollment, being reported only to the division superintendents, is not accurately known at this office, but is between 15,000 and 20,000, with a high average attendance.

The city of Manila bears all the expenses of its night schools, including salaries of the American teachers. [A list gives the night schools of Manila during the last half of the school year just passed showing a total of 84 teachers, with 2,057 students enrolled.]

Some of these schools, notably the Victoria night school, teach higher arithmetic, geography, history, bookkeeping, stenography, typewriting, and telegraphy. In these advanced classes the Filipinos are being prepared for the civil-service examinations while at the same time carrying on their daily work as before. Already a considerable number have taken civil positions, their qualifications including bookkeeping, typewriting, and even stenography, and many others are working industriously toward the same goal.

In the provinces the instruction in English is the principal subject, and in connection with the learning of the language the common branches are taken up, both as a direct help in the teaching and as additional training. In this work the pupils are constantly drilled in conversation, and in reading, writing, and spelling the language.

The people attending these night schools represent every occupation, from the poorest field laborers to the presidentes, and even the provincial governors in two or three cases, all with a practical object in view in studying the English language. The interest shown in these schools by the older persons, less to be expected than in the case of children, is deep and continued.

[Letters quoted by Superintendent Atkinson show the difficulties the superintendents encounter. One writes as follows:]

The great weakness of the system of instruction as practiced in the public schools of this division is lack of supervision of the work of the native teachers. Each Filipino teacher has his or her own classes, sometimes in the same room with the American teacher, but more frequently in a separate room. The American has his own classes also, and his entire time is given to personal teaching, without intermission. True, the American may sometimes take the class of the Filipino, but in that case the latter takes in exchange the class of the former. Both are busy the entire time. The American teacher has no time nor opportunity to observe and criticise the work and methods of the native, and the native entirely lacks opportunity of learning by observation of the methods of the American. * * *

My solution of the difficulty is to relieve the American teacher of regular teaching, so that he will not be tied down to a class of children every moment of his time, and thus enable him to make his work supervisory. To do this it will be necessary in many cases to employ additional Filipino teachers. The American teacher then must visit constantly the different departments of the school, each of which is under a native teacher, carefully observe the work and methods of the latter, and make notes, either mentally or in writing, of the errors in speech, method, and management. In most cases he will not criticise the teacher before the pupils, but will do so in the teachers' class, or in some cases privately, after dismissal. At times, however, it will be necessary for the American to make a correction, tactfully and considerately, in the presence of the class. At times the method will be so faulty that the supervising teacher will politely request the class, and will proceed to teach the matter in hand by the correct method, the native meanwhile studiously observing the methods of the American. There may be certain subjects which the American teacher should teach personally, and if so, he can do so. * * *

The main point is to arrange it so the American teacher can teach as much or as little as the circumstances may seem to require from day to day, and devote the remainder of his time to careful study and supervision of the work going on under the native teachers.

AMERICAN TEACHERS.

No better presentation of the varied aspects of the teacher's life and work in this archipelago can be presented than the following paper on "The American teacher in the community," read before the American Teachers' Institute at Cebu, June 16, 1902, by John A. Staunton, jr., the deputy division superintendent for the province. It was particularly valuable on account of a large number of teachers being present who had recently arrived in the city of Cebu on the way to their stations. The conditions described may be considered as typical of the larger part of the archipelago, and the attitude of the writer is equally characteristic of the spirit in which the problems have been approached by the large majority of the teachers and supervisors.

* * * The American teacher comes to these islands not as a contract laborer but as a representative of the Government in one of its branches; he stands for all that is included in the word citizenship, and he is concerned with all that is human.

And he comes to educate. If there ever was a place where the schoolmaster's art has been thrown sharply into contrast with education in its true meaning it is here in the Philippine Islands under the Spanish Government. For the Spanish occupants of the islands, whether civil or ecclesiastical, never sought to draw out what there is in the native, but to put that into him which, like an embalming fluid in a corpse, would preserve him from corruption, indeed, but would never make him a master either of knowledge or of himself. The obvious advantage of this system from the Spanish point of view was that it postponed indefinitely the day when the Filipino would become master of his masters. Upon his arrival in Cebu a point of departure in methods of teaching may be profitably noted by the American teacher by attending a session in some barrio school where the Spanish system has not yet been discarded. The parrot-like recitation in concert from a text-book which admits of but little variation from this method will make the newly arrived teacher appreciate to the full the advantages he has to offer. Born of the contrast he will have a new enthusiasm for the object-lesson method; he will newly appreciate both its utility and its necessity. He will better understand that the servile work of a master in the old sense is not to be compared in dignity with the work of an educator, and that he is an educator. And so, believing in himself and his work, the American teacher will enter the community which for two years at least is to be not simply his residence, but more than likely the scene of a struggle against ignorance, conservatism, and indolence which will demand all of his knowledge, tact, and ability.

One Filipino community is very much like another, and yet, in respects, there is a very great difference. Nothing is more noticeable to one who travels about this island of Cebu, for example, than the conformity to a common type in the arrangement of most pueblos. A large church of stone, with tiled roof, faces a plaza in the center of the town. To one side, and frequently connected with the church by cloisters, is the convent, or residence of the clergy. On the other side of the church, perhaps, or at no great distance from it, stands the tribunal, the town hall of the municipality; and on the other side of the plaza the schools—one for boys and another for girls. In each town the elected officeholders—the president, vice-president, treasurer, secretary, and councilmen—officially regulate the municipal affairs, and, in perhaps the majority of cases, are themselves unofficially regulated, or at least largely influenced, by the parish priest who dominates the community very much as the church dominates its buildings. On every Sunday and festival the people, almost to a man, flock to church where the priest sings the mass. The parish priest alone among the residents of the pueblo enters every house and comes in direct contact with every individual; he marries, he confesses, he gives holy communion to each soul in the village; and in each household if there is not a birth with almost immediate baptism in the course of a year, there is at least a death with the necessity for immediate burial and the rites of the church. The padre necessarily dominates the town, and he will as long as the people are Catholics.

[After adding that it is no part of the teacher's business to attempt to disturb this relationship between priest and people but to recognize it fully and conduct himself accordingly, with all the tact he is capable of, the author proceeds to point out that there are differences between Filipino communities as well as uniformity. The uniformity in municipal government, in public and church buildings, and in religious observances throughout the islands is due, he says, to outside influence, while the differences in customs and habits between different communities are due to the natural characteristics of the natives themselves, who, as a rule, do not care to leave their homes and travel about, but prefer to remain isolated in their villages, content with their own ways, which thus become in a manner peculiar to each pueblo. He then goes on to say:]

Perhaps some one will be surprised, however, to learn that in making the circuit of this island of Cebu one will be accosted with several different forms of native salu-

tation, varying with the locality. One might think, perhaps, that the native clergy, who are always the best educated, would have the disposition to get away from their cures on extended vacations; but as the result of questionings put to them on a recent trip, it was learned that many, if not most of the parish priests, prefer to remain continuously at work in their pueblos for years after assuming charge. A trip even to Cebu seems to have little attraction for them, and attendance at fiestas celebrated in neighboring pueblos is all the travel that most of them desire. Where so little opportunity of comparison exists the extent to which local pride or shame can be made use of in encouraging effort is somewhat problematical, but I recall one instance where the flattering encouragement of a visitor worked wonders in developing enthusiasm for the schools.

The two persons in the pueblo with whom the teacher must be on good terms, if his work is to be a success, are the presidente and the padre. The presidente comes first, necessarily, in our enumeration; but it is a rare occasion when the padre comes last if there is any conflict of interests. If the American teacher is a statesman, he will before long have both of these men working for his interests in the development of the schools. If he is short-sighted enough, he may yield to his prejudices, and either leave the two greatest influences in the community unutilized or openly antagonistic. In the latter event, so far as that particular situation is concerned, the teacher is a failure, for the presidente and the padre represent the combined interests of the community. The presidente has been elected nominally by popular suffrage; that is, he is the choice of the people. If his election has been secured by any species of corruption, it amounts to the same, so far as the teacher is concerned, for an influence in the community which has been strong enough to put the man into office will be strong enough to hinder or help the American teacher and his school if the man so wills.

It is impossible to suggest beforehand the best way of getting the presidente to take an active interest in the school, if he does not have it already. Perhaps the best way is an indirect one. Study your man, and if possible gain his confidence and good wishes. His active interests in the schools is more than likely to be due to a personal liking for the teacher. But I am as conscious that my advice is about as valuable as that which runs, "The best way to kill a flea is to pinch it between the thumb nail and forefinger." If you can catch the flea you do not need the advice; if you can not catch it the advice will do no good. But one word is important, it seems to me, in dealing with all of these natives. If there is danger of friction which will work an injury to the schools, do not let the personal element enter into the dispute. We may safely show that we belong to a superior race, at least to this extent, that we refuse to entertain a quarrel with an inferior. Besides, to urge a lower motive, the teacher has no offensive weapon with which to carry a fight with the average presidente through to a successful conclusion, so he had better not begin it. He can afford, if necessary, to lay insults on the table, and to act not as he feels, but as he would advise another to act under the circumstances. I acknowledge that this is difficult advice, but the luxury of a quarrel with the first man in the community can not be afforded when the efficiency of the schools is at stake.

As is to be expected under present conditions, the attitude of the presidentes toward American schools and teachers will vary widely. In some pueblos the presidente will be a real Americanisto, in others his insurrecto tendencies will be hidden only sufficiently for him to continue in office. Where the former is the case the American teacher will be asked, no doubt, to take a more or less active part in municipal affairs. He will be asked about conditions, laws, manners—in short, everything American. In such a pueblo he has a great opportunity. He may be placed on the board of health or be instrumental in forming a board and getting the town cleaned up and kept cleaned; in getting contagious diseases segregated and so stamped out; in influencing the people to use proper water for drinking purposes and washing. He may be called upon to act as interpreter, as a teacher was recently in a case that affected the financial interests of the pueblo to the extent of thousands of dollars. In fact, there are many ways in which an American teacher may be so useful to a presidente who is friendly to American rule that he will be sure to be asked to take a prominent part in municipal affairs. But with an unfriendly presidente there is not much that the teacher can do until the attitude has changed. He has, however, a great opportunity in his night class to develop a pro-American spirit, and I would urge that wherever possible night classes be conducted (even by those teachers to whom the extra pay is no object) for the sake of the contact it affords with the earnest adult of life of the community. A teacher who is not wanted by the chief man in the pueblo can, in most cases if he uses all his opportunities, make himself needed by the pueblo itself before the lapse of many months of his residence.

While the presidente is the first man in the community in name, he is by no means the first man in influence, even in the majority of cases. The padre comes

first. This is a fact, not a theory. The condition must be faced by every teacher who enters a pueblo; and whether he is a Catholic or a Protestant he should know something of the peculiar relationship in which the Filipino padre stands to his flock. With religion, as such, the American teacher has no official relation while he is occupying his station. He may not use the public schools either to promulgate or to attack any religious system or tenets. But the religion of the islands he can not afford to be ignorant of. He will see the whole community flocking to the church, and with a persistence he would like to see displayed in school matters. He will see processions move past his schoolhouse and residence with a solemnity and dignity which may perhaps seem out of keeping with certain features which he may deem grotesque. There is evidently a force at work here stronger than he can ever expect to exert. It behooves him to understand what it is, and if possible to make use of it, and this can be done solely through obtaining the good will of the padre.

Consider for an instant what the padre is to the community. His name defines his position—he is a father to every man, woman, and child in the place. If the incumbent has only recently assumed his charge, at least the office has been permanent, and each successive priest enters into the whole spiritual legacy of his predecessor. He is a father, because every child born in that pueblo, without exception, has been brought to the church and there born again into the spiritual family—the church—by the act of this priest or his predecessor, who baptized it. This makes the padre the spiritual father not only to the child in the schoolhouse, but of the presidente and of all the municipal officials. Once in a while the padre has a wayward child, but rarely one who denies this relationship. The padre of the pueblo may be a young man and the presidente an old one. The old man will be found kissing the hand of his young father in God. Doubtless many of you have observed this as often as I have. Not only does each person in the pueblo recognize the parish priest as his father, but he goes to that father in confession more or less frequently throughout his entire life. He believes that he can receive the official declaration that his sins are remitted only through that channel. It is not my purpose to go into a disquisition on Catholic theology, but to show the strongest influences at work in the Philippine Islands—the influences of the church. After confession those who have been given permission to do so approach the altar to receive that food—the body and blood of Christ—which each, to a man, believes necessary to insure his everlasting life. There is not one in the whole pueblo who either dares or wills to die without it. If one is sick or in danger of death, the priest takes this food from the church and carries it to the sick man's house, that it may support him on his journey into the other world. The priest, then, is regarded, so to speak—not disparagingly—as having a monopoly of the necessary spiritual food, without which the population will starve. Do you see how this gives power? And because this belongs to the people's religion you are prevented from publicly combating it, whatever may be your own personal belief, and I hope you see the logic of my advice that non-Catholic teachers should refrain from covert attacks upon a system which is all but universal in their pueblo and powerful enough to make their schools either successful or failures.

Before we meet the padre we ought to know further that every marriage in the pueblo is contracted before him in the church; that he buries the Christian who dies in the faith in the consecrated ground of the cemetery, under the shadow of the big crosses, and that the reason the people flock to church in such numbers on Sundays and holy days is because the priest there offers the great sacrifice of the mass, which calls Christ to earth again each time it is celebrated, and avails for the salvation of the living and the dead.

But here comes our padre. Let us stop our theological talk and meet him. He is big and fat, or he is little and insignificant, or again he may be, as is often the case, a very well appearing man indeed. But he is the padre in any case. He is dirty and slovenly in personal attire, or he is clean shaven and neat. Never mind; these things do not touch his official position; he is still the priest. Rumor has it that his morals are not of the best; that there are children who are his by other than spiritual generation. It amounts to the same; he is nevertheless both the padre and the priest. If he is personally vicious and corrupt, so much the worse for him. The penalty of his sins he must bear alone, like any other mortal. His duties do not lessen, the validity of his official acts is untouched. The church says, "Once a priest, always a priest, even in hell." Here is the whole clew to a relationship which to many Americans and to all non-Catholics seems so incomprehensible.

But Padre Juan or Padre Francisco is welcoming you warmly to his pueblo; he is calling to his muchachos to bring tobacco and something to drink; or, if it is near dinner time, he is ordering an extra place for you at table; and more than likely he has asked you to make the convent your place of residence until you can find a suitable house. Ought this hospitality to be spurned, ought this offer of friendliness to be lightly treated because you have always been opposed to the system this man

represents, or because you have other personal beliefs, or even because you have heard tales about conduct on his part which would not be tolerated in New England? It is to be answered "no" to every one of these questions. You are sent to that pueblo in a public, not in a private, capacity; as an American citizen, not as a missionary. Your own private life, and not the padre's, is your personal concern; and it is your duty to make your school a success by using every legitimate available means. With the padre as your friend you are almost sure of success; with the padre working against you you are nearly sure to make a failure; or, to state it too mildly, your success can never be complete.

And be sure the padre, with all his outward politeness, is not yours until you have won him. He is watching you, be assured, in your work, to find just what is to be your influence upon his spiritual children. To the padre comes all information in the pueblo that he cares to receive. Your only safety is in what, anyhow, is of real obligation, by the terms of your appointment—a strict neutrality when in school and a close reticence when out. And, more positively, a cultivation (with judgment and tact) of cordial relations with the padre which will make him personally your friend. I can not go into details as to just how this can best be achieved, but I may throw out the hint that a candle placed in the window of your house when, on some fiesta, the whole pueblo is decorated and the procession is to pass by, will go a long way toward placing you in favor. And be assured that the padre will know it. It is a narrow man, indeed, who would fear he would compromise himself by the act.

If I, who am not a Roman Catholic, may, without offense, say one word to the many teachers in this division who are Americans of that faith, I will add this: I have heard from one or two of you criticisms so strong of the ecclesiastical system here as to make me think that perhaps away from home the practice of your religion is irksome. If you maintain this attitude, there is sure to be antagonism between yourself and the padre. But think what a special opportunity you American Catholics have of reassuring these people and of reconciling them to American sovereignty. You are of the same faith. The Spanish type of Catholicism has prevailed necessarily in the past. Your underlying faith is essentially the same. The abuses which some of you object to are peculiarly Spanish. They are even now passing away. If by the quiet practice of your religion, and, if the opportunity offers, [in] your conversations with the padre, you can illustrate the genius of American Catholicism and get the padres to catch the spirit of it, you will have done a great work indeed—a work no less for your country than for your church. * * *

One word in conclusion shall be a plea that the American teacher in the community will, in contrast to some other Americans whom the Filipino is obliged to meet, stand for personal fair dealing. It is a pity that every American who comes here should not be inspired with the high ideals which represent the spirit of America. There are constant opportunities of taking unfair advantage of the native. Even now worthless trinkets are being unloaded on the natives of this island in exchange for hard-earned money. The other day a little piece of jewelry (if it can be called that) worth 25 cents was sold to a native for \$20 (Mexican). Another native showed me a watch for which he had paid \$10 (Mexican). It was an Ingersoll dollar watch! Transactions such as these make one ashamed of one's countrymen. I am glad to say that the receivers of the money in neither of these instances were teachers, but the fact that they were Americans shows how a great labor is before us, for the Filipinos have not yet been taught by the object-lesson method that we love our neighbors as ourselves. * * *

APPOINTMENTS.

During the summer of 1901 it became apparent, from the number of declinations of appointments received at this office and from the unfilled quotas of various educational institutions to which appointing power had been given, that the number of 1,000 teachers would not be attained without additional appointments, and accordingly the applications on file were carefully examined again and additional appointments made. Many excellent teachers, wives of teachers arriving under appointment, were also appointed after their arrival in Manila, as well as a few men and women after passing the examination prescribed for candidates applying in these islands.

Up to these appointments no attention had been paid to any qualifications except those of an educational nature, and appointments and authorities to make appointments had been distributed impartially, as will appear from the lists submitted with the last annual report. In September and October, 1901, however, lists of candidates

were submitted by high representatives of the Roman Catholic Church in the United States, and pressure was brought to bear to make appointments from these lists, on account of the peculiar religious status of these islands. Accordingly 3 division superintendents and 22 teachers were appointed from these special lists, this number including all whose educational preparation and teaching experience equaled those required of others who were appointed directly by the general superintendent. These appointees have arrived at various times and have been stationed without favor or prejudice. With this exception the administration of this bureau has been without any consideration of the religious beliefs of its employees.

Since the 1st day of January, 1901, 1,074 persons have been connected with this bureau as teachers or superintendents. These were American teachers, and the figures do not include the 2,700 native teachers, who are paid by the municipalities and records of whose changes are kept in the office of the division superintendents. The arrival of appointees from the United States constantly increased the teaching force from 765, as reported in September, 1901, until May, 1902, when the maximum number of 926 American teachers were on the rolls, including division superintendents and their deputies. This number has since steadily fallen off from death, sickness, and resignation, until on the 1st of September, 1902, there were 845 American teachers in the field.

Since January, 1901, 229 teachers have separated from the bureau for various reasons, as given in the following table:

Causes.	Women.	Men.	Total.
Deaths	1	14	15
On account of deaths	1	1	2
Sickness (self or family)	30	31	61
Local appointees (soldiers, wives, etc.)	28	41	69
Married	10		10
Appointed to civil positions		24	24
Commissioned as military officers		3	3
Dismissed or discharged		8	8
Deserted		7	7
Resigned:			
Good of service	3	8	11
Dissatisfaction	1	12	13
Business or general	1	5	6
Total	75	154	229

The local appointees were for a large part discharged volunteer and regular soldiers, wives and relatives of officers, and civilians, who were appointed here in the islands without contract, and largely for the purpose of temporarily providing a teaching force prior to the arrival of the trained teachers from the United States.

The matter of personal safety had almost ceased to be a question, for the teachers are not allowed to remain in towns which are considered dangerous; and, in fact, their work is a guaranty of protection, so highly do the people, friendly or hostile to American occupation, appreciate this work of education.

The civil commissary, from which teachers purchase supplies at reduced rates, has now been in operation for nearly a year. While there is some complaint, particularly from those who live in the remote towns, it is small; and the advantages accruing to them from this privilege are material. Branch supply stores have been established in the capital of nearly every province, and the methods in handling supplies are being improved and the transportation facilities bettered, so that the supply store promises to be of even greater benefit to the teachers in the future.

One of the difficulties resulting from the poor mail facilities throughout the islands is the serious delay which many of the teachers experience in receiving their salary checks. Oftentimes they are compelled to wait two and three weeks, and even longer, after the salary is due before they receive it. The hopeful side of the whole

matter is, however, that improvements are being made in the mail service, and the delays in delivery consequently are diminishing.

Coupled with this difficulty was the depreciation of the Mexican currency, in which the teachers were paid. The appropriation for the salaries of teachers is made by the Commission in this local currency; hence the disbursing clerk is compelled to make all checks payable in such money. All might have been well had the currency maintained its former ratio of \$2 Mexican to \$1 gold, but, on the contrary, it depreciated regularly. The postal authorities refused to accept it in payment of money orders on the States, and then the teachers were in a serious difficulty. Many of them had families at home dependent upon them, and others had incurred debts which they had to meet.

To endeavor to equalize the ratio, the Commission fixed the legal ratio of Mexican currency to gold at \$2.10 to \$1 for the first quarter of 1902. The postal authorities, moreover, accepted the local currency at this ratio to the amount of \$50 gold per month from all civil employees. The commercial ratio, however, continued to increase rapidly, and for the second quarter of the year the ratio was established at \$2.27 to \$1; but almost immediately the parity was lost, and at times the commercial ratio was \$2.50 to \$1. The post-offices were forced to refuse Mexican currency at any ratio in order to protect themselves, and the situation for a time was very embarrassing. Gradually the ratio fell off, and with the beginning of the third quarter the ratio was established at \$2.35 to \$1, and, although this rate was only fixed positively for ten days and is subject to change at any time to preserve the ratio, yet it has remained steadily at that figure for nearly three months, until to-day the government ratio is a few points better than the commercial ratio, and the teachers and other civil employees are in a position to regain some of their losses during the first half year. The post-offices now accept Mexican currency in practically unlimited quantities from civil employees at the established ratio. The failure of Congress to pass legislation regarding the currency of these islands has been largely responsible for the peculiarly trying and unfortunate position in which all government officials and employees have been placed, and the Philippine Commission has exercised its full power to do justice to all.

The transportation difficulties at the present time cause serious delay in receiving school supplies—a condition which obviously militates against the best results in the work. Teachers oftentimes are compelled to wait patiently for weeks for books and material and make the best of inadequate tools and equipment on hand. It is not a question of having no books or other supplies, but of getting the additional ones needed.

The plan was adopted, whenever possible, of making the local presidentes responsible for the transportation of school supplies from the nearest post to their towns, and, in other cases, that of placing the respective deputy division superintendents and teachers in charge of supplies shipped after these had arrived at the port nearest their destination. They were authorized to hire bull carts for transporting the goods to the towns for which they were intended. Thus by both the presidentes and the teachers, and in some cases still by the military authorities, the transportation of the supplies receives attention.

Conditions are much better than a year ago and the time taken by goods en route is shortening daily. With the arrival of the fleet of steamers now in course of construction in China, moreover, for the transportation of civil property, decidedly better service is expected.

The work done by the American teacher is in part supervision, but in large part regular teaching. He looks after the school work in his own town and oftentimes in the neighboring barrios, instructs the native teachers daily in English and in other studies, spends a part of his own time in teaching the children, and has charge of

all property and supplies. The native teacher devotes all his time to school management and teaching the children.

For the purpose of gaining impartial opinions of the effect created by the American teachers in their respective towns a letter was sent to the chiefs of the constabulary, provincial governors, and others whose knowledge was considered valuable asking their opinion as to the effect created by the American teachers and any criticism, favorable or otherwise, together with suggestions concerning the work.

The replies were without exception almost flattering. In every case the teacher was reported as doing excellent work, not merely in the special field of teaching, but in the broader way of introducing American ideas, in raising the standard of home life, in preparing the natives really for self-government, in dispelling feeling against Americans, and hence aiding in this work of pacification by showing the people the best we have to offer.

It is needless to quote the numerous letters which have been received in answer to this inquiry. The following letter from Mariano Trias, governor of Cavite Province, is especially interesting as giving the view from the native standpoint:

Before saying a word on the subject, I thought it better to await information from the municipalities of the province, since they have local school boards and are therefore able to furnish me true data.

Of the work, behavior, and interest shown by the teachers in teaching, I have the pleasure to state to you that there is no complaint against them; on the contrary, I am informed that, judging by the improvements made in the English language by the children of both sexes, an agreeable success on this subject in the public schools is soon expected.

As regards the instruction of other subjects, they also praise the practical methods carried out, and for the purpose of giving more encouragement it would be better for the teachers to give instruction direct from the native dialect, using for a basis of instruction the English language.

For those barrios far from town it would be advisable to fix certain dates for visiting them to teach the children, because some are very poor and small and unable to support a school.

I have no idea of the number of American teachers of both sexes in this province, as the reports do not show the disposition of the teachers among their stations, but I understand the towns are in lack of them.

Concerning the helpless native teachers, I think their salaries could be fixed according to the importance of the town and its inhabitants, for some teachers are paid worse than a native policeman, and with such stimulation I wonder that efficiency and skill can be demanded from them.

In those towns where school buildings can not be obtained, and where land taxes amount to nothing, a voluntary contribution is being made with the object of building them as soon as possible, and I hope that all the towns and barrios shall possess good buildings for said purpose within a year.

The news of the opening of the high school was received with great pleasure in this province, and the people only wish that the agricultural, art, and trade schools may be soon opened also. It would be advisable to establish the latter in any of the neighboring towns of Cavite, San Roque, or La Caridad, and the former in Santa Cruz or San Francisco de Malabon.

Some towns want a compulsory law for school attendance, with fines and punishment for parents who do not send their children to school, but I do not agree with such measure. It would be better to give prizes and other stimulations to encourage and increase the number of attendants to school.

The following extracts from the report of one of the division superintendents are of interest:

The American teacher in the Philippines and the problems which he must strive to solve are not fully appreciated by those who have not been eyewitnesses to his work and surroundings.

His chief duties are to teach five hours a day; to instruct the teachers of the central school one hour daily; to organize, after his day school is running smoothly, an evening class for adults and to meet them three times per week for one hour and a half each time; to investigate the barrio schools and supervise the work of barrio teachers; to be tactful and patient in dealing with everybody he meets, especially the presidente.

The surroundings to which he must adapt himself are hard and, above all, strange. There are only two ways in which he can provide food and quarters for himself. If he is the only teacher in the pueblo and the pueblo is garrisoned he has, in many cases, been invited to mess with the commanding officer. I have never heard of a teacher refusing this invitation. When there is only one the situation is serious. He can not afford to keep up an establishment by himself.

When two teachers are assigned to one pueblo they can arrange for their own mess, hiring a cook and a *muchacho*. * * *

For one week, at least, after his arrival at the place to which he is assigned the teacher is discouraged. From this time on he improves; that is, in four cases out of five. By this I mean that he takes hold of the situation and makes the most of it. He becomes interested in his work and makes friends among the leading people, interviewing members of the city council, explaining matters to the presidente, and winning his way.

From the presidente to the smallest urchin admiration for the American women in the provinces is unending and never ending. The school children adore her. Their attentions become a burden, and it requires the nicest ingenuity to avoid giving offense and yet to have sufficient time for rest and recreation. The schoolhouse for girls is filled by 7.30 in the morning. In the afternoon they accompany the "maestra" home. When the "maestra" walks out the pupils waylay her, and before she reaches her home again there are many "compañeras." If the "maestra" wishes anything there is a scramble to see who can have the honor. One presidente asked for three ladies, and gave as a reason that the children could not distinguish between an American soldier and an American male teacher. There is a grain of truth in this, but there is a better and truer explanation, though the presidente has not, perhaps, thought of it. A woman in the presence of children can become more sympathetic and kindly than can a man. Especially is this true in the present stage of the development of the schools, when the situation in respect to many things is as hard and strange to the children as to the teacher. The best class-room instruction I have seen in this division has been given by the American women.

The American teacher is the chief factor at present. The success of this great educational experiment depends upon his ability to establish sympathetic relations with Filipino pupils, parents, and teachers; to work day and night conscientiously and tactfully, and then patiently to await results. He needs to possess, besides scholarship and professional training, ready tact, plain common sense, a warm heart, and colossal patience. It should be noted that nowhere in the United States are the qualifications for elementary teachers any higher than those exacted as a general rule by the bureau of public instruction here in the appointment of the 1,000 teachers. They are either normal or college graduates, and the majority of them have had at least two years' successful experience; their health good, personal habits and moral character vouched for by the proper authorities.

Success or failure in a country like this depends on the personal idiosyncrasies of the individual. Ambitious, restless young men, with perhaps a too great anxiety to get on in the world, placed in surroundings very different from their native land, especially if surrounded by discomforts, will naturally become discontented, and, seeing the difficulties of the situation only from the one side, will be free in criticism.

The general superintendent wishes to express his great appreciation of the excellent character of the work done by the large majority of American teachers in the field during the past year, to testify to his appreciation of the great discomforts and long delays which have been patiently borne by them, and the help given by the teachers toward solving the problems which are inseparable from pioneer educational work in a country far removed from home and friends, in a different climate, and among a babel of dialects. That so little complaint has been made is a striking illustration of the enthusiasm and continuous perseverance with which the teachers have entered upon and carried through their arduous work.

That the teachers have endeared themselves to the children and parents throughout the archipelago is evidenced by the flood of petitions which come to this office in protest against the removal of teachers, even when their places are to be filled by other American teachers. Some of these petitions, in their quaint wording and ornate

signatures, are quite curious. It is especially eloquent of conditions to find both the presidente and the local padre heading petitions for the retention of American teachers of very different religious faiths, as has happened in several cases.

Another tribute to the work of the American teachers is the eagerness with which they have been sought by other branches of the civil service. Three teachers, formerly soldiers here, have received commissions in the Regular Army, and among the 24 who have taken civil positions are included provincial treasurers, provincial supervisors, civil-service examiner, agricultural expert, and other positions of similar importance. It is a significant fact that these other positions have carried with them a substantial increase in salary over what was paid for a similar grade of work in this bureau.

HEROISM OF TEACHERS.

The work of the American teachers during the cholera epidemic, which, in many of the most populous provinces reached its culmination during the school vacation, can not be too highly commended. In many cases the teacher was the only American in the town. In some cases there was not even a native or Spanish doctor. Some teachers with a little knowledge of medicine, and all through their knowledge of hygiene and sanitation, accomplished wonderful work in preventing and suppressing the dread disease. Almost invariably the American teacher was a member of the board of health, and in Manila the teachers arriving on the *McClellan*, fresh from the States, unacclimated and unused to tropical conditions, being unable to take up school work, became health inspectors in the city of Manila and surrounding towns.

In the remoter towns, isolated from the prompt aid which alone can save life when the most dreaded of all scourges makes its attack, with no command to remain, with the allurements of foreign travel during the vacation put sternly into the background, with no relatives or intimate friends to protect or to encourage, and among alien races, these noble men and women fought by night and day, for week after week, for the lives of an alien people, with no thought or chance of reward, with a noble heroism that is far above the bravery of the soldier fighting a foe who can be seen and known. The United States may justly be proud of the bravery of its soldiers, but it must also remember that the peaceful army of teachers has shown a nobleness of spirit, a self-devotion to the services of humanity, a steadfastness and bravery of soul that is rarely excelled.

Nor did all escape unscathed. Four young men contracted the disease and died—Messrs. Jamison, Badger, Zumstein, and Lucker. One other young man (Mr. De Witt) and two young ladies (Miss Kent and one of the Manila normal teachers) were attacked by the disease, but through prompt and careful nursing they were saved.

FILIPINO TEACHERS.

In other parts of this report are given details of the work for the betterment of the Filipino teachers in an educational way by daily instruction, vacation institutes, and normal schools. These teachers are appointed by the division superintendents and are paid by the municipalities. The whole number of Filipino teachers in service on September 1 is not known exactly, as the division superintendent in most cases only report those regularly appointed by him, and many teachers are actively engaged in teaching in barrios and the more inaccessible towns where the division superintendents, with their press of other duties, have not penetrated and where communication has been slow and infrequent. On the 1st of July there were reported by division superintendents 1,838 separate schools and 2,625 native teachers. On account of the ravages of cholera only those teachers were reported who were known to be at work since the beginning of the school year, and the tabulated report will show many provinces where no schools are reported except those taught by

American teachers. In the island of Marinduque alone, where only 4 native teachers were reported, later returns have shown that 52 are at work. Making a fair and conservative estimate for these unreported teachers, the total will be in the neighborhood of 3,400 native teachers at the present time.

A considerable advance has been secured in the salaries of Filipino teachers, but this advance has not kept pace with the rapid upward leap of salaries in all occupations since American occupation—especially during the past year. The average salary for male teachers is about 20 pesos a month; for female teachers 15 pesos; or, in terms of United States money, little more than \$8 and \$6, respectively, per month. The extreme range of salaries is from 4 to 60 pesos, or even higher in one or two cases, but very few receive over 40. In the case of one teacher, receiving the absurd salary of 4 pesos per month, the municipality objected to raising his salary because they needed the money for roads!

The condition in many provinces is well illustrated by the following extract from a report from the island of Bohol:

The salaries in this division are very inadequate and irregularly paid. The monthly salaries for men teachers range from 5 to 30 pesos, those of women teachers from 4 to 20 pesos. For a short time during last year the man teacher in Tagbilaran was paid 40 pesos per month, but he "farmed" the position, hiring a substitute for 10 pesos. * * *

The native teachers have petitioned for an increase of salary. I have explained to them that under the present system the pueblos pay the teachers, and, since the pueblos are all very poor, they can not afford to pay good salaries. Just now the constabulary is trying to organize a force on this island, and the pay offered is as follows: Per month, first-class privates, 21 pesos; second-class privates, 18 pesos; corporals, 28 pesos; duty sergeants, 35 pesos; first sergeants, 45 pesos. In the grade of sergeant only is reading and writing a requisite. It is difficult for the native teachers to discern why the government that can pay its police the schedule quoted above can not pay them with equal liberality. The average salary per month for men teachers is about 15 pesos, and for women about 12 pesos.

Another difficulty which has caused much trouble is the requirement that salaries can be increased only in the annual appropriations, unless by special approval of the provincial treasurer. The following extract will illustrate this class of hindrances:

The municipal council can appropriate, but such action is inoperative if, in the opinion of the provincial treasurer, the expenditure is not justified. This includes expenditures for construction and repair of schoolhouses, the providing of furniture, and the native teacher's salary allowance. My predecessor in this division had appointed native teachers and increased the salaries of others during the fiscal year. This, according to the later decision of the attorney-general, was impossible without the approval of the provincial treasurer. This approval he appears to have been unable to obtain in a great many cases. Upon January 1, 1902, these appointments and increases made by my predecessor should have become operative, and the proper procedure was for the presidente to include the new salaries and increases upon old salaries in the "presupuesto," or annual expense account, which is sent to the provincial treasurer for approval. This "presupuesto" is supposed to contain a statement of all municipal expenses for the year. Many presidentes, in making up these "presupuestos," included only the salaries at the old figure; some of them even cut this down. The provincial treasurer had no means of knowing that the salary entries in the "presupuestos" were not entirely in accord with the wishes and appointments of the division superintendent. I discovered that these "presupuestos" were wrong in several cases, and acting upon this information I requested the provincial treasurer to hold the "presupuestos" until I could ascertain as to the genuineness of these entries. I am pleased to state that the treasurer did everything in his power to assist me in this matter. In many cases back salary of native teachers amounting to several hundred pesos had accrued. In such cases the provincial treasurer ordered the particular presidente to include this back salary as an expense item in a special "presupuesto" and send same to him at once. In this way our difficulty along the line of native teachers' salaries has been about cleared up.

There are some teachers at present who are receiving sufficient compensation for the quality of work they are able to do. There are many who are doing excellent

work and yet are receiving barely enough salary to meet their living expenses. Although division superintendents have made great efforts to get increases made, the average compensation of native school-teachers is much below the wages paid for good cocheros, cooks, policemen, and in many cases below that of laborers. The government is employing many natives in both the military and civil branches, and the civil service, with its policy of training intelligent Filipinos in clerical positions, opens a field peculiarly fascinating to this class, and at salaries far above the pay of teacher. Complaint is made that bright natives attend the normal classes for a time, obtain a little knowledge of English and facility in the common branches, and then pass the civil-service examination and take positions in offices under the American clerks, thus losing to the educational work the services of many bright teachers.

The suggestion has been made that the insular government should fix the salaries and pay the native teachers, but this can not be assumed by the General Government, and solution must be sought along the municipal or provincial lines. The law provides that a tax of one-fourth of 1 per cent of the valuation of real estate shall be collected and used for support of schools, payment of teachers, erection of buildings, etc., as is more fully stated in the section on "Finances." In the poorer provinces this tax in many cases has not been collected, or, if collected, has been of so small amount as to leave the problem still unsolved. As conditions improve the municipalities will be able to grant the increased salaries to their native teachers.

There is at present no means of knowing the ability of native teachers except by actual observation of their work. Hence some system of certificates is necessary. Such existed under the Spanish rule, but were of little value because they were not true indexes of the teachers' ability. The question was recently submitted to the various division superintendents, and the general opinion is that a system of examination should be introduced gradually and on the results of which certificates of first and second grades should be issued.

The matter of pensioning Filipino teachers was also submitted to the division superintendents for their opinions. The majority were in favor of such pensioning on the grounds that teaching would thus be made a desirable life profession, and at the same time teachers could without hardship be removed from active work to make place for the younger, more active, and efficient ones. These matters of pensioning teachers and of issuing certificates remain to be worked out.

The establishment of normal courses in the provincial high schools tends to the solution of the problem of securing efficient native teachers, for the graduates of these institutions go out well equipped for their work with a substantial training in English and the common branches. This work of preparing the Filipinos to teach their own countrymen is one of the fundamental elements of the present school system, and is one of the most significant signs to the Filipinos of the true purpose of the American Government toward the Filipino people.

SUPPLIES.

The principal supplies which arrived during the last year are as follows:

25,000 Ward's Primer.	20,000 Baldwin Third Reader.
25,000 Ward's First Reader.	10,000 Shaw's Big People and Little People of Other Lands.
1,000 Ward's Manual to Teachers.	20,000 Eggleston's Stories of Great Americans for Little Americans.
500 Phonetic Cards, Primer.	10,000 Lyte's Elementary English.
500 Phonetic Cards, First Reader.	10,000 Heart of Oak, Book 1.
20,000 Songs of the Nation.	10,000 Heart of Oak, Book 2.
10,000 Child's First Studies in Music.	10,000 Grimm's Fairy Tales, Part 1.
10,000 Normal Music Course, First Reader.	1,000 Tompkin's Philosophy of School Management.
40,000 Baldwin Primer.	5,000 Syr's First Reader.
25,000 Baldwin First Reader.	
10,000 Baldwin Second Reader.	

The principal issues are as follows:

5,000 The Young American.	8,000 Montgomery's Beginner's United States History.
15,000 Wentworth's Arithmetic.	10,000 Child's First Studies in Music.
9,000 Big People and Little People of Other Lands.	6,000 Visayan-English Printers.
650 charts, Carnifex.	50,000 Baldwin Primers.
8,000 dozen copy books.	30,000 Baldwin First Year.
10,000 Fifty Famous Stories.	15,000 Baldwin Second Year.
8,000 Frye's Elementary Geography.	10,000 Robinson Crusoe for Youngest Readers.
6,000 Tarbell's Geography.	
5,000 Heart of Oak, Book 2.	

SCHOOL BUILDINGS.

In answer to a special circular letter sent out to the teachers, a detailed report on school buildings was made, from which it was possible to gain accurate information on the condition of each schoolhouse. The estimated number of school buildings is 1,500, many built of stone, but the larger number of wood and nipa. For a time some schools were conducted in convents, but this practice in general was discontinued on the recommendation of the civil governor in order to avoid any harsh feeling between the church and civil authorities.

Often the buildings are used for other purposes—as the presidencia or other office, as a dwelling, or even a store. The practice obtained under Spanish rule of using the schoolhouse as the home of the teacher and his family—a custom that has been set aside now with the idea of raising the dignity of the school building.

The schoolhouses are in various stages of equipment; some have received the modern American desks which recently arrived, others are fitted with rather crude but serviceable Filipino desks, and still others have nothing but a few bamboo benches for furniture. The floor space varies from 160 to 3,000 square feet, and the amount of blackboard surface from none to 600 square feet. The buildings contain from 1 to 8 rooms, and in general the conditions of light and sanitation are good, but the state of repair generally only fair, frequently poor, and in many cases bad.

Activity on the part of the towns in providing suitable schoolhouses is on the increase, and when these municipalities are on a firmer financial basis more is to be expected. Furthermore, with the withdrawal of the soldiers from various towns which have come under civil régime, where their services are no longer needed, the number of satisfactory buildings for school purposes increases.

SCHOOL FINANCES.

INSULAR.

The expenses incurred in the interests of education here are met by the insular government, the provinces, and the municipalities.

The salaries of the American supervisors and teachers, the reimbursements for traveling expenses, the office rent of division superintendents, and the cost of transporting these to the various towns—all these are paid for by the insular treasury.

The teachers and books for the provincial high schools are furnished by the insular government, the sites, buildings, and equipment by the provinces.

The salaries of native teachers, together with the cost of local school buildings and their equipment, are paid for by the municipalities.

Expenses of the bureau of public instruction for the Philippine Islands for the fiscal year 1902, being for the period from July 1, 1901, to June 30, 1902, were as follows:

	U. S. currency.
Salaries and wages.....	\$893, 428. 20
Transportation.....	86, 179. 16
Rents and repairs.....	2, 183. 44
School furniture and supplies.....	212, 848. 06
Contingent expenses.....	44, 284. 12
Support of schools.....	3, 013. 56
Total.....	1, 241, 936. 54

These figures represent the expenditures from appropriations made for obligations of the fiscal year 1902, and are furnished by the auditor for the Philippine Archipelago, to whom all disbursing officers expending funds of this bureau account direct.

MUNICIPAL AND PROVINCIAL.

By the requirements of the municipal code it is made mandatory that "the proceeds of at least one-fourth of 1 per cent of the lands and improvements as assessed shall be devoted exclusively to the support of free public schools and the providing or erection of suitable school buildings." There is no provision which limits expenditure for school purposes to this amount. The low valuation of real estate and the difficulty of collecting the tax in the provinces have caused much trouble in school matters, as will be seen in extracts from letters from division superintendents. It should be remembered that a tax on real estate is a new method of raising revenue in the Philippines, and has been inaugurated since American control began.

The provincial revenues are likewise raised by a tax upon land to the amount of three-eighths of 1 per cent of the valuation thereof. This tax is expendable for the construction and repair of roads and for other provincial purposes. Thus far no trouble has been experienced in obtaining from provincial officers the renting of buildings for provincial high schools and the proper equipment of the same in cases where the provincial revenues warranted.

The policy of the insular government is to require the provincial governments to support the secondary schools as soon as their financial status will permit, paying not only for supplies, but also the salaries of American teachers. The same plan will subsequently be followed in the case of municipalities, the support of the primary schools in all particulars being transferred to municipal boards when the time is ripe. That some time will elapse before that moment arrives is evident from the report of the division superintendents, whose duties bring them into close contact with the provincial and municipal boards. A few excerpts are given as illustrations:

There is not a pueblo in this division that can afford to pay 10 pesos per month to 2 teachers for each barrio. There are only 14 teachers in this province who are receiving more than 10 pesos per month, even in the pueblo schools. In this province the provincial treasurer's representative on the board of assessors for valuing and assessing real estate is a Filipino. I inquired into the why of this and found that there was a great fuss raised against having an American as the treasurer's representative on this board.

Results: This pueblo (Tuguegarao) will have a little over 3,000 pesos of land tax. The salary list of teachers for the year will amount to more than the whole tax, and there is not a schoolhouse of any kind in the pueblo.

The valuation placed upon the best tobacco lands by the board was 100 pesos per hectare. I offered the members of the board 400 pesos per hectare for their "primera clase" land and they would not sell it to me. Such is life in the Philippines.

The present law would not work satisfactorily in America with American school trustees. It seems like inviting scandal to put at the disposal of Filipino school officials more money than many of them have ever seen, giving them opportunity to spend improperly more than all their possessions are worth.

I will confine myself to the situation in Oriental Negros, as my data is reasonably complete for that province only. During my recent visit to that side of the island I examined the records in the office of the provincial treasurer, and also inspected the books and papers of many of the towns in that province.

The assessment list is very small, as you will observe. The income for schools to be derived from the land tax will be exceedingly small. It will be less in almost every case than was paid by the towns to their native teachers before the coming of the American teachers and before the adoption of the school law by the Commission. On the other hand, the attendance in the schools is large and demands many native teachers to handle the work. The towns of Lacy and Canoan, having an average attendance of 555 and 537, respectively, have each been in the hands of one American teacher and two native teachers during the past year.

I asked Governor Wright what should be done to secure funds for paying an adequate force of Filipino teachers, in view of the evident inadequacy of the revenues provided by the land tax. He replied that the towns must pay out of their other municipal funds. Acting on this advice, Major Peed, the provincial treasurer, said that if I would appoint enough native teachers to meet the necessities of each town and would keep the pay within such limits that the town would have enough left to pay other necessary municipal expenses, he would refuse to approve the "estimates" of the towns until they contained an item for salaries of native teachers equal to the total teachers' salary roll for the town.

We had the revenues of the different towns for the past nine months and the new assessments as guides, and the salaries of the teachers appointed by me and approved by him, amounting in all to 109 teachers for the province, call for from one-fourth to one-third of the total estimated incomes of the several towns.

LOCAL SCHOOL BOARDS.

MUNICIPAL SCHOOL BOARDS.

Local school boards have been organized throughout the divisions. These are composed of five or seven members, including the president of the municipality.

The time is not yet ripe to look for results from these local school boards, since none of them has had more than a year's existence. A large number of them have only been organized recently, for the reason that the division superintendents wished their teachers first to become well acquainted with the people of their towns, and thus be able to make wise recommendations of candidates for the boards. Some division superintendents feel that the organization of local school boards is premature, and ought to be postponed until the people have a better conception of the American school. Others find the work of the board helpful and, although at present wholly advisory, steadily becoming an essential feature in local school administration.

Division superintendents comment as follows on these school boards:

One-half of the board is appointed by myself, generally upon the recommendation of the American teacher stationed in the town for which the board is appointed. The recommendations by the American teachers are made upon the basis of the man's ability, his interest in school matters, and his influence in the town. The board organizes by electing as president one of its own members and as secretary generally some other member of the board, but sometimes one who is not a member.

Their field of action, as outlined in section 12 of act No. 74, gives them but little real power in school affairs, and as the Filipino respects power alone, not much weight is given to the recommendations of the school board.

The school board at the present time is of but little real benefit to us or to the schools; the principal benefit consists in keeping the members of the board, who are always influential men, acquainted with what we are doing and in this way bringing them into closer sympathy with us. In the actual bettering of present conditions, and making more effectual our schools, the school boards are of little or no benefit to us. This, of course, is not so true in Iloilo, where I come more directly in touch with the board.

The school boards will become more effective as the people become better acquainted with American ideals, as they learn to think more as we think and to appreciate to a larger degree the real need and worth of a public school. When this time comes the recommendation of four or six influential citizens who have given special attention to the pueblo's schools will have real weight with the city council and will to a large degree influence the deliberations of that body when making provisions for the municipal schools. At the present time, when there is no public opinion on these matters and no general interest deep enough to lead to action, the recommendations of a school board can have but little force.

I can not recommend that more power be given the local school boards, as I have no reason to believe that they would use it more wisely than the municipal councils. If the school board had power to fix definitely, without the municipal council having power to change it, the amount of money which should be spent for the schools of the pueblo, the amount so fixed would probably be in excess of what the town could justly devote to this purpose, for the interest of the school board would be bound up in school matters, and other municipal needs would not be duly considered. The

boards should not have power in the appointing of or fixing the salaries of the native teachers. First, because they would make it a matter of patronage simply. Second, because, being themselves unacquainted with our ideas and methods in school work, they would be unable to judge wisely a teacher's work. Nor do I think it would be wise to have the school funds go through the boards' hands, as this would be multiplying official machinery without securing greater security. The boards' recommendations as to sites and buildings have, in the first place, but little weight and, in the second place, are of but little worth when made, because of their lack of knowledge of what constitutes a good sanitary school house and grounds. They are quite apt to recommend a lot that one of the members has for sale, regardless of its location.

On the whole, the school board is a place for training some of the best natives to be active sympathizers with us and our helpers in the future in the enlargement of the work.

At the present time they are not exactly in the way, but they are of very little use to us.

We must get a greater number of people interested in the success of our work. Towns are under the finger of one man, the presidente. In most cases he is not favorably disposed toward us. At best he is dilatory. The people, rich and poor, seem willing to be dominated by him. One of the really bad conditions growing out of Spanish custom is the almost superstitious regard the people have for the presidente. Through the school board I see a means of breaking in on his absolutism. A number of respectable and active elements may in this way be induced to express opinions contrary to his. Then, too, the board will serve as a buffer between us and the municipality. At present it is hard to locate responsibility. The presidente says: "See the consejos." The consejos say: "See the presidente." Often during our visits it is impossible to get these parties together. As a result our work goes undone. The board will obviate this.

Up to the present our greatest difficulty has been encountered in the way of securing school buildings and furniture. The boards can be of great assistance to us in this matter.

The people attach great importance to the mere fact of possessing authority of some sort. It is almost the only means of securing their aid. True, these boards, as I understand them, will not possess much real authority from our point of view, but they look at it in an entirely different light.

In general, I would say that I view these boards as a rather valuable auxiliary. I also consider the present as the proper time for their formation.

The local school board of Tagbilaran, the only one yet organized in this province, consists of seven members, including the presidente of the pueblo. They visit the schools, inspect, make reports, and in every particular comply with the law. They encourage and compel attendance, thus relieving the town presidente of much work. They visit the barrio schools once in two months. They meet once each week in the office of the division superintendent. Thus far they have taken an interest and a pride in their duties, to the advantage of the schools.

These boards are capable of assisting materially in the problem of education, and will work more effectively after a nicer adjustment of the powers and duties of local bodies, whereby the school boards may have the right to expend money for school purposes with the approval of the division superintendent.

PROVINCIAL BOARDS.

The establishment of provincial high schools, supported by provincial funds, has brought into prominence the composition of the provincial boards. While this board is in no sense a school board, yet its duties bring it closely into contact with the school work at many points. As at present constituted the provincial board is composed of the governor, treasurer, and supervisor. Of these, the provincial treasurer and the supervisor are generally Americans and the governor is generally a Filipino.

Whether it would be advisable to have the division superintendent or his deputy a member of this board has been considered by the division superintendents, and a variety of opinions expressed. While the general superintendent does not consider that the advantages which can be obtained by such membership would be great enough to offset the disadvantages and extra work which would result, some of the superintendents write in favor of such provision, as is shown by the following extracts:

I think that the school department should have a representative on the provincial board. The entire matter of buildings and furniture is in the hands of the provincial supervisor. Under the present law his cooperation is necessary in order to cut a single stick of timber in the province for any purpose. You can easily appreciate the position in which we find ourselves placed when the question of material for construction comes up. First, it is necessary to establish the fact of necessity in the minds of the municipal councils; they, of course, are disposed to find some way out of it. They plead, first, the fact that an order from the provincial treasurer is necessary before the expenditure can be ordered. If this objection is successfully removed, they fall back upon the impossibility of securing materials without an order from the provincial supervisor. They will recognize the authority of the school department within the school department. They will recognize the authority of the provincial board in provincial matters. They do not seem to be able to grasp the idea of several departments of the government working as a unit. I believe that a representative of the school department upon the provincial board would assist in clearing up this difficulty. At present, when these matters come up, all I can do is to advise as to the possible attitude of the provincial board. This is not sufficient. The Filipino, by reason of his peculiar training, has fallen into the habit of respecting nothing but positive authority. Argument is, as a general thing, ineffective. When it is possible to outline his duty clearly and authoritatively, he complies very gracefully. He seems to expect it. If the division or deputy division superintendents could speak to the municipalities as a member of the provincial board, I feel that their statements would carry proper force. Another benefit that would result from the indicated change is the effect it would have upon the provincial board as now constituted. In Ilocos Sur and La Union—and I assume that the same conditions exist generally—the provincial board is composed of two Americans and one native. The Americans are the active members of the board. It is reasonable to assume that the native will be controlled by one American. If he happens to be controlled by the wrong American, the school department receives slight consideration. Another reason for the proposed change is that at present the school department in the provinces is not properly recognized as a provincial affair. Boards are disposed to leave as much of the support of schools to the insular government as they possibly can. I believe that with a schoolman upon the provincial board it would be possible to bring us closer together. With reference to the provinces included in my division, I find no condition which would deprive the above arguments of force.

The making of division superintendents or deputies members of the provincial boards—

Would encourage a larger degree of sympathy and harmony between the members of the provincial board and the division superintendent;

Would enable the division superintendent to present before the provincial board the needs of the educational department in such a way that they would be able to appreciate them as they can not be made to appreciate them under present conditions;

Would give the division superintendent equal advantage in presenting the claims of the educational department and enable him to stand clothed with equal authority, instead of being merely a petitioner.

Provincial boards are made up of the governor, who is usually a Filipino, the treasurer, and the supervisor, who are Americans. These men, while honest and of large practical experience, are not as a rule college or university trained men. They are not broad, liberal-minded men, who can always see clearly relative needs.

Division superintendents are, I suppose, without exception college or university trained men, and, although many of them are lacking in practical experience in governmental affairs, are men of wide general experience. * * *

Those who have immediate charge of provincial affairs should have the keenest interest in education and be given every opportunity to know the needs and to balance them with the needs of other departments. The educational department is a vital element in the government and merits support in proportion to its worth to the people. It is not a thing separate, to be supported by such means as are left over after other departments are thoroughly provided, but as the foundation of free government literally demands its strongest support.

There is no work of the provincial board with which the division superintendent ought not to be acquainted. A thorough acquaintance with much of the work of the provincial board is absolutely necessary. Being a member of the board would facilitate much of the work of the division superintendent. Information which he now gets with difficulty would come to him naturally through his work with the board.

There seems to be one disadvantage. It seems to involve additional work for division superintendents. In reality, however, this is probably not a disadvantage. The additional work involved would be more than compensated for by the ease with which division superintendents would be able to accomplish their other work.

The chief criticism of the school board as at present organized is its lack of power. The recommendatory power might be of considerable use under certain circumstances, but councils and presidentes cling to whatever power they have and are not going to share it with others unless obliged to do so. In a former paper the writer urged the necessity of giving some power either to the division superintendent or to the school board to order small repairs, etc., providing proper town authorities did not take action within sixty days after notice of need given. But as councils often elect their share of the school board from among themselves, with the *ex officio* member the presidente, in such cases the council controls the board.

But even otherwise, so strong is the custom handed down from the Spanish Government, and so reluctant is any individual member of the council or of the school board to oppose the presidente openly, that the latter reigns supreme, more or less as he did when he was *gubernadorcillo*. The presidente is certainly the bellwether of the flock. His strength depends largely, of course, on his strength of character. If he is a strong man, he will lead the town. On the other hand, several examples have come to my notice where the presidente was a weak or passive man. Then leadership fell on one of the other municipal officers, e. g., the secretary or some member of the council who was independent enough to take the initiative. Again, outside officials, such as the governor, also according to Spanish custom in part, have too much influence with the presidentes and councilmen. The school board has undoubtedly been of some service, even with its recommendatory power in connection with the council. But its great service has been its forming a connecting link between the administration and the people. It has been a support to the teachers more than they realize, and has really done some little service toward stirring up interest in school affairs in the community, thereby increasing the attendance. The school board is usually composed of some of the best men in the community. The Filipinos have great respect for their wise men. Quite a number of ex-teachers have been elected presidente; many others are on the council. It is unfortunate that the division superintendent is unable to correspond with the boards to any great extent. The connection would be increased if I had a Filipino-Spanish clerk who could undertake this. He need not know any English.

The school board is a good step in the direction of creating civic interest in public affairs. Spontaneous individual initiative could scarcely be expected where all have depended on a so-called paternal government from time immemorial. The school board is a useful part of the larger scheme of the civil government for the educating of the native up to the point of being able to profit by local self-government.

SPECIAL SCHOOLS.

Attention is again called to the need of reform schools and schools for the deaf, dumb, and blind.

SUMMARY.

To sum up in a word: Popular education, on which the whole structure must naturally rest ultimately, has been strengthened and broadened. Steps have also been taken at the same time in the direction of higher education, especially in the preparation of Filipinos to teach their own people. The instruction in English is the cardinal point of the present system of education.



CHAPTER LI.

STATISTICS OF PUBLIC AND PRIVATE KINDERGARTENS.

This Bureau has collected and published statistics of kindergartens at irregular intervals since 1873. During the period in which the kindergarten was in the experimental stage in this country information concerning the work was difficult to obtain. Prior to 1892 this Office did not attempt to tabulate separately the returns from public and from private kindergartens.

The growth of the kindergarten movement in the last thirty years may be shown in the following table, which gives the number of public and private kindergartens, the number of teachers, and the number of pupils, as actually reported to this Office for certain years beginning with 1873:

Year.	Kindergartens.	Teachers.	Pupils.	Year.	Kindergartens.	Teachers.	Pupils.
1873.....	42	73	1,252	1882.....	348	814	16,916
1874.....	55	125	1,636	1884.....	354	831	17,002
1875.....	95	216	2,809	1885.....	415	905	18,832
1876.....	130	364	4,090	1886.....	417	945	21,640
1877.....	129	336	3,981	1887.....	544	1,256	25,925
1878.....	159	376	4,797	1888.....	521	1,202	31,227
1879.....	195	452	7,554	1892.....	1,311	2,535	65,296
1880.....	232	524	8,871	1898.....	2,884	5,764	143,720
1881.....	273	676	14,107	1902.....	3,244	5,935	205,432

In 1892, as shown in the above table, there were 1,311 kindergartens reporting to this Office, with 2,535 teachers and 65,296 pupils. Nearly half these pupils, or 31,659, were in 459 public kindergartens in 137 cities. The remaining 33,637 pupils were in 852 private kindergartens. The Bureau had that year the names of 1,148 other private kindergartens from which no statistics could be obtained.

In 1898 the number of kindergartens reporting to this Office had increased to 2,884, with 5,764 teachers and 143,720 pupils. The public kindergartens had 95,867 of these pupils under 2,532 teachers in the 1,365 kindergartens of 189 cities. The number of private kindergartens reporting had increased to 1,519, with 3,232 teachers and 47,853 pupils. That year this Bureau had the names of 1,479 private kindergartens from which no information could be obtained.

In 1902 the number of kindergartens reporting had increased to 3,244, with 5,935 teachers and 205,432 pupils. The number of cities sustaining public kindergartens had increased to 289, the number of public kindergartens to 2,202, the number of teachers to 3,764, and the number of pupils in these public kindergartens to 151,552. On the other hand, the number of private kindergartens reporting had decreased to 1,042 and the number of private kindergarten teachers to 2,171, although the number of pupils had increased to 53,880. The Office had the names of 1,022 other private kindergartens still in existence from which no information could be obtained after repeated requests.

In the four years from 1898 to 1902 there had been an enormous growth of the public kindergarten, while the private kindergarten had scarcely held its own.

There had been a falling off of 477 in the number of private kindergartens reporting and a net loss of 934 in the number reported to be in operation. The remaining schools are undoubtedly stronger than ever, and the best teachers who gave up private work found wider fields of usefulness in the public kindergartens maintained in connection with city school systems.

Table 1 summarizes the statistics of all the kindergartens actually reporting to this Bureau in 1902. The number of cities of 4,000 population and over in which public kindergartens were maintained was 289. It will be noted that Delaware, Maryland, Virginia, West Virginia, Florida, Mississippi, Indian Territory, North Dakota, Wyoming, Arizona, Utah, Idaho, and Oregon are not represented. The 2,202 public kindergartens had 3,764 teachers and 151,552 pupils—65,834 boys and 67,414 girls. The names of the 289 cities, with the number of public kindergartens, teachers, and pupils in each, will be found in Table 11 of this chapter.

Table 1 also summarizes the statistics of the 1,042 private kindergartens actually reporting to this Office in 1902. There were 2,171 teachers and 53,880 pupils—25,758 boys and 28,122 girls. No private kindergartens were reported from West Virginia, Arkansas, Oklahoma, Wyoming, Arizona, Utah, Nevada, or Idaho.

The combined statistics of the 3,244 public and private kindergartens actually reporting to this Office in 1902 are given in Table 2. There were 5,935 teachers and 205,432 pupils, or an average of nearly 35 pupils to the teacher. The number of boys was 91,592 and the number of girls 95,536.

As already stated, 1,022 private kindergartens known to be in existence failed to report any information after repeated requests from this Bureau. If it be assumed that these kindergartens had the average number of teachers and pupils, it may be estimated that the 1,022 kindergartens had 2,166 teachers and 52,052 pupils. Adding these figures to those actually reported, the estimated strength of private kindergartens in the United States would be 2,064 schools, 4,337 teachers, and 105,932 pupils. Combining these with the numbers reported for public kindergartens, the estimated number of kindergartens, public and private, is 4,266, with 8,101 teachers and 257,484 pupils. These estimates are shown in Table 3.

Table 4 is a financial summary of the 1,042 private kindergartens reporting. The total expenditure of 738 of these schools was \$416,624.

Tables 5 to 10, inclusive, summarize the statistics of public and private kindergartens for each year for which information was collected from 1873 to 1898.

Table 12 is a list of kindergarten associations in the United States reported to this Office as in operation. Table 13 is a list of training schools and classes for kindergartners.

TABLE I.—Statistics of public and private kindergartens actually reporting for 1901-2.

State or Territory.	Public kindergartens.						Private kindergartens.				
	Number of cities.	Number of schools.	Number of teachers.	Pupils.			Number of schools.	Number of teachers.	Pupils.		
				Male.	Female.	Total.			Male.	Female.	Total.
United States.....	239	2,202	3,764	65,834	67,414	151,552	1,042	2,171	25,758	28,122	53,880
North Atlantic Division.....	149	1,181	1,879	30,977	31,561	76,731	451	855	9,896	10,592	20,488
South Atlantic Division.....	4	39	76	953	992	1,945	130	276	2,323	2,683	5,006
South Central Division.....	10	37	66	1,022	1,087	2,109	51	93	1,083	1,199	2,232
North Central Division.....	105	829	1,520	30,451	31,252	63,080	306	760	9,836	10,750	20,586
Western Division.....	21	116	223	2,431	2,522	7,687	104	187	2,670	2,898	5,568
North Atlantic Division:											
Maine.....	6	18	34	399	429	828	12	24	290	277	567
New Hampshire.....	4	15	22	376	392	768	3	9	367	337	704
Rhode Island.....	3	9	14	203	186	389	4	6	56	59	115
Massachusetts.....	32	228	426	6,622	6,648	14,587	45	85	534	636	1,170
Vermont.....	5	43	76	1,519	1,564	3,083	4	16	93	113	206
Connecticut.....	12	58	153	1,469	1,444	3,498	30	47	324	374	698
New York.....	47	397	594	13,406	13,760	27,429	211	433	6,176	6,521	12,697
New Jersey.....	28	211	256	1,848	1,872	15,588	45	70	659	716	1,875
Pennsylvania.....	12	202	304	5,135	5,266	10,561	97	165	1,397	1,559	2,956
South Atlantic Division:											
Delaware.....							15	16	207	184	391
Maryland.....							25	57	508	581	1,089
District of Columbia.....	1	32	67	841	885	1,726	16	36	255	297	552
Virginia.....							8	16	125	160	285
West Virginia.....											
North Carolina.....	1	1	1	22	12	34	11	19	246	260	506
South Carolina.....	1	2	2				8	14	96	122	218
Georgia.....	1	4	6	90	95	185	35	95	731	906	1,637
Florida.....							12	23	155	173	328
South Central Division:											
Kentucky.....	2	7	14	325	325	650	10	23	164	185	349
Tennessee.....	1	1	1	20	30	50	8	10	155	168	323
Alabama.....	1	1	1	20	20	40	6	9	137	147	284
Mississippi.....							1	2	35	40	75
Louisiana.....	2	19	41	486	544	1,030	8	18	229	286	515
Texas.....	2	3	3	61	53	114	17	30	300	358	658
Arkansas.....	1	1	1								
Oklahoma.....	1	5	5	110	115	225					
Indian Territory.....							1	1	13	15	28
North Central Division:											
Ohio.....	11	94	140	2,763	2,859	5,982	78	165	1,596	1,845	3,441
Indiana.....	14	64	87	1,608	1,699	3,307	36	140	1,589	1,817	3,356
Illinois.....	6	100	196	4,662	4,548	9,354	89	222	4,289	4,411	8,700
Michigan.....	27	150	243	4,823	4,851	9,727	31	64	729	819	1,548
Wisconsin.....	22	133	277	6,972	7,056	14,218	14	33	340	308	648
Minnesota.....	4	50	102	2,057	2,271	4,728	18	45	467	501	968
Iowa.....	12	54	77	709	660	1,599	9	17	109	113	222
Missouri.....	2	137	321	5,279	5,642	10,921	16	37	404	497	901
North Dakota.....							1	2	4	20	24
South Dakota.....	2	2	6	51	53	104	3	8	137	148	285
Nebraska.....	4	44	70	1,512	1,601	3,113	1	3	32	24	56
Kansas.....	1	1	1	15	12	27	10	24	190	247	437
Western Division:											
Montana.....	1	4	5	41	37	78	4	6	32	56	88
Wyoming.....											
Colorado.....	2	29	60	1,346	1,407	2,753	18	31	254	291	545
New Mexico.....	1	1	1	42	43	85					
Arizona.....							3	4	57	68	125
Utah.....											
Nevada.....	1	1	2								
Idaho.....											
Washington.....	3	4	6	94	93	187	12	23	194	193	387
Oregon.....							9	23	127	144	271
California.....	13	77	149	908	942	4,584	58	100	2,006	2,146	4,152

TABLE 2.—*Combined statistics of public and private kindergartens actually reporting for 1901-2.*

State or Territory.	Number of kindergartens.	Number of instructors.	Pupils.		
			Male.	Female.	Total.
United States.....	3,244	5,935	91,592	95,536	205,432
North Atlantic Division.....	1,632	2,734	40,873	42,153	97,219
South Atlantic Division.....	169	352	3,276	3,675	6,951
South Central Division.....	88	159	2,055	2,286	4,341
North Central Division.....	1,135	2,280	40,287	42,002	83,666
Western Division.....	220	410	5,101	5,420	13,255
North Atlantic Division:					
Maine.....	30	58	689	706	1,395
New Hampshire.....	18	31	743	729	1,472
Vermont.....	13	20	259	245	504
Massachusetts.....	273	511	7,156	7,284	15,757
Rhode Island.....	47	92	1,612	1,677	3,289
Connecticut.....	88	200	1,793	1,818	4,196
New York.....	608	1,027	19,582	20,281	40,126
New Jersey.....	256	326	2,507	2,588	16,963
Pennsylvania.....	299	469	6,532	6,825	13,517
South Atlantic Division:					
Delaware.....	15	16	207	184	391
Maryland.....	25	57	508	581	1,089
District of Columbia.....	48	103	1,036	1,182	2,278
Virginia.....	8	16	125	160	285
West Virginia.....					
North Carolina.....	12	20	268	272	540
South Carolina.....	10	16	96	122	218
Georgia.....	39	101	821	1,001	1,822
Florida.....	12	23	155	173	328
South Central Division:					
Kentucky.....	17	37	489	510	999
Tennessee.....	9	11	175	198	373
Alabama.....	7	10	157	167	324
Mississippi.....	1	2	35	40	75
Louisiana.....	27	59	715	830	1,545
Texas.....	20	33	361	411	772
Arkansas.....	1	1			
Oklahoma.....	5	5	110	115	225
Indian Territory.....	1	1	13	15	28
North Central Division:					
Ohio.....	172	305	4,359	4,704	9,423
Indiana.....	100	227	3,147	3,516	6,663
Illinois.....	189	418	8,951	8,959	18,054
Michigan.....	181	307	5,552	5,670	11,275
Wisconsin.....	147	310	7,312	7,364	14,866
Minnesota.....	68	147	2,524	2,772	5,696
Iowa.....	63	94	818	773	1,821
Missouri.....	153	358	5,683	6,139	11,822
North Dakota.....	1	2	4	20	24
South Dakota.....	5	14	188	201	389
Nebraska.....	45	73	1,544	1,625	3,169
Kansas.....	11	25	205	259	464
Western Division:					
Montana.....	8	11	73	93	166
Wyoming.....					
Colorado.....	47	91	1,600	1,698	3,298
New Mexico.....	1	1	42	43	85
Arizona.....					
Utah.....	3	4	57	68	125
Nevada.....	1	2			
Idaho.....					
Washington.....	16	29	288	286	574
Oregon.....	9	23	127	144	271
California.....	135	249	2,914	3,088	8,736

TABLE 3.—Statistics of all public and private kindergartens in the United States in 1901-2, those not reporting to this Office being estimated.

State or Territory.	Private kindergartens not reporting.			Private kindergartens reporting and not reporting.			Public and private kindergartens reporting and not reporting.		
	Number of kindergartens not reporting.	Estimated number of teachers.	Estimated number of pupils.	Total number of private kindergartens.	Total number of teachers, partly estimated.	Total number of pupils, partly estimated.	Total number of kindergartens.	Total number of teachers, partly estimated.	Total number of pupils, partly estimated.
United States.....	1,022	2,166	52,052	2,064	4,337	105,932	4,266	8,101	257,484
North Atlantic Division.....	296	550	11,967	747	1,405	32,455	1,928	3,234	109,186
South Atlantic Division.....	121	267	4,928	251	543	9,934	290	619	11,879
South Central Division.....	90	168	4,031	141	261	6,263	178	327	8,372
North Central Division.....	387	952	24,986	693	1,712	45,572	1,522	3,232	108,652
Western Division.....	123	229	6,140	232	416	11,708	348	639	19,395
North Atlantic Division:									
Maine.....	18	36	851	30	60	1,418	48	94	2,246
New Hampshire.....	2	6	469	5	15	1,173	20	37	1,941
Vermont.....	7	10	201	11	16	316	20	30	705
Massachusetts.....	48	91	1,248	93	176	2,418	321	602	17,005
Rhode Island.....	3	12	155	7	28	361	50	104	3,444
Connecticut.....	30	47	698	60	94	1,396	118	247	4,894
New York.....	88	181	5,295	299	614	17,992	696	1,268	45,421
New Jersey.....	23	36	703	68	106	2,078	279	362	17,666
Pennsylvania.....	77	131	2,347	171	296	5,303	376	600	15,864
South Atlantic Division:									
Delaware.....	5	5	130	20	21	521	20	21	521
Maryland.....	23	64	1,220	53	121	2,309	53	121	2,309
District of Columbia.....	11	25	380	27	61	932	59	128	2,658
Virginia.....	7	14	249	15	30	584	15	30	584
West Virginia.....									
North Carolina.....	18	31	828	29	50	1,334	30	51	1,368
South Carolina.....	5	9	136	13	23	354	15	25	354
Georgia.....	36	98	1,684	71	193	3,321	75	199	3,506
Florida.....	11	21	301	23	44	629	23	44	629
South Central Division:									
Kentucky.....	25	58	873	35	81	1,222	42	95	1,872
Tennessee.....	17	21	686	25	31	1,009	26	32	1,059
Alabama.....	10	15	473	16	24	757	17	25	797
Mississippi.....	4	8	300	5	10	375	5	10	375
Louisiana.....	15	34	966	23	52	1,481	42	93	2,511
Texas.....	14	25	542	31	55	1,200	34	58	1,314
Arkansas.....	2	3	90	2	3	90	3	4	90
Oklahoma.....	1	2	45	1	2	45	6	7	270
Indian Territory.....	2	2	56	3	3	84	3	3	84
North Central Division:									
Ohio.....	65	138	2,868	143	303	6,309	237	443	12,291
Indiana.....	40	156	3,729	76	296	7,085	140	383	10,392
Illinois.....	99	247	9,678	188	469	18,378	288	665	27,732
Michigan.....	49	101	2,447	80	165	3,995	230	408	13,722
Wisconsin.....	27	64	1,250	41	97	1,898	174	374	16,116
Minnesota.....	21	53	1,129	39	98	2,097	89	200	6,825
Iowa.....	23	43	567	32	60	789	86	137	2,388
Missouri.....	38	88	2,140	54	125	3,041	191	446	13,962
North Dakota.....	4	8	96	5	10	120	5	10	120
South Dakota.....	2	5	190	5	13	475	7	19	579
Nebraska.....	5	15	280	6	18	336	50	88	3,449
Kansas.....	14	34	612	24	58	1,049	25	59	1,076
Western Division:									
Montana.....	11	17	242	15	23	330	19	28	408
Wyoming.....	3	5	144	3	5	144	3	5	144
Colorado.....	16	28	484	34	59	1,029	63	119	3,782
New Mexico.....							1	1	85
Arizona.....	1	2	48	1	2	48	1	2	48
Utah.....	15	20	625	18	24	750	18	24	750
Nevada.....							1	2	48
Idaho.....	1	2	48	1	2	48	1	2	48
Washington.....	17	33	548	29	56	935	33	62	1,122
Oregon.....	14	36	422	23	59	693	23	59	693
California.....	50	86	3,579	108	186	7,731	185	335	12,315

TABLE 4.—Sources of support, expenditure, and receipts of private kindergartens in 1901-2.

State or Territory.	Number of kindergartens.	Source of support.			Number reporting total expenditure.	Number of pupils in schools reporting total expenditure.	Total expended.	Receipts. ^a			
		Association.	Tuition.	Donation.				Tuition.	Association.	Donation.	Endowment fund.
United States.....	1,042	458	615	128	738	39,157	\$416,624	\$157,190	\$154,593	\$85,534	\$10,985
North Atlantic Division..	451	186	272	50	298	13,665	200,565	69,597	76,988	39,071	5,020
South Atlantic Division..	130	62	74	22	104	4,134	43,429	16,017	16,744	9,307	825
South Central Division...	51	18	32	3	39	1,816	14,545	5,049	7,370	1,851	.....
North Central Division...	306	140	189	42	226	15,707	120,812	57,715	41,072	22,742	2,470
Western Division.....	104	52	48	11	71	3,835	37,273	8,812	12,419	12,563	2,670
North Atlantic Division:											
Maine.....	12	8	9	3	9	379	5,485	1,639	3,018	725	.....
New Hampshire.....	3	2	1	1	2	309	1,020	484	286	50	200
Vermont.....	4	1	3	.....	1	40	800	.....	800	25	.....
Massachusetts.....	45	7	34	5	25	771	18,089	11,900	3,090	1,958	2,000
Rhode Island.....	4	.....	4	.....	3	146	940	525	.....	.....	.....
Connecticut.....	30	2	26	2	20	549	9,318	5,948	1,850	1,320	.....
New York.....	211	122	89	23	141	8,157	117,990	27,174	56,098	25,846	2,371
New Jersey.....	45	15	39	2	31	1,115	15,604	10,411	3,154	1,746	175
Pennsylvania.....	97	29	67	14	66	2,199	31,319	11,516	8,692	7,401	274
South Atlantic Division:											
Delaware.....	15	6	11	3	13	367	4,446	1,329	1,355	1,662	50
Maryland.....	25	13	17	5	18	798	10,854	3,217	3,959	3,987	50
District of Columbia..	16	4	10	5	6	216	2,012	1,790	5	217	.....
Virginia.....	8	4	4	1	8	285	5,272	2,625	2,192	455	.....
West Virginia.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
North Carolina.....	11	5	6	1	10	478	2,325	435	1,613	277	.....
South Carolina.....	8	3	5	1	6	163	922	547	275	59	.....
Georgia.....	35	22	14	3	32	1,519	15,286	5,586	5,950	2,550	675
Florida.....	12	5	7	3	11	308	2,312	488	1,395	100	50
South Central Division:											
Kentucky.....	10	1	8	1	7	227	3,379	2,235	500	644	.....
Tennessee.....	8	5	3	1	4	190	1,760	.....	1,260	500	.....
Alabama.....	6	1	4	1	6	284	1,041	284	.....	507	.....
Mississippi.....	1	1	1	.....	1	75	500	50	450	.....	.....
Louisiana.....	8	5	3	.....	7	490	3,550	600	2,850	100	.....
Texas.....	17	5	12	.....	13	522	4,065	1,630	2,310	160	.....
Arkansas.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Oklahoma.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Indian Territory.....	1	.....	1	.....	1	28	250	250	.....	.....	.....
North Central Division:											
Ohio.....	78	45	38	10	58	2,659	27,200	7,925	15,217	4,872	1,184
Indiana.....	36	18	19	2	15	827	5,066	2,661	1,545	800	.....
Illinois.....	89	31	64	11	72	8,057	53,650	33,026	10,945	9,771	980
Michigan.....	31	19	21	8	26	1,377	11,836	5,216	2,525	3,575	50
Wisconsin.....	14	8	6	2	14	648	7,319	2,570	4,225	1,034	.....
Minnesota.....	18	7	13	1	12	768	6,151	2,527	3,624	.....	.....
Iowa.....	9	2	7	1	6	162	1,490	579	650	220	41
Missouri.....	16	7	10	3	12	783	5,073	1,260	2,241	1,370	215
North Dakota.....	1	.....	1	.....	.....	.....	.....	.....	.....	.....	.....
South Dakota.....	3	.....	2	1	1	33	110	110	.....	.....	.....
Nebraska.....	1	.....	1	.....	1	56	850	850	.....	.....	.....
Kansas.....	10	3	7	3	9	337	2,067	991	100	1,100	.....
Western Division:											
Montana.....	4	1	2	1	3	66	825	241	325	325	.....
Wyoming.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Colorado.....	18	8	11	1	11	314	4,855	3,140	1,325	390	.....
New Mexico.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Arizona.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Utah.....	3	1	2	1	2	111	1,200	150	75	.....	.....
Nevada.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Idaho.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Washington.....	12	2	10	.....	10	261	1,376	876	500	.....	.....
Oregon.....	9	2	7	.....	6	212	1,245	745	.....	.....	.....
California.....	58	38	16	8	39	2,871	27,772	3,660	10,194	11,848	2,670

^a Twenty-five kindergartens, in Alabama (1), Connecticut (1), Florida (1), Georgia (7), Indiana (1), Maine (2), New Jersey (1), New York (7), Pennsylvania (3), Utah (1), received partial support from public funds, aggregating \$5,509.

TABLE 5.—Statistics of public and private kindergartens in the United States, 1873–1876.

State or Territory.	1873.			1874.			1875.			1876.		
	Kindergartens.	Teachers.	Pupils.	Kindergartens.	Teachers.	Pupils.	Kindergartens.	Teachers.	Pupils.	Kindergartens.	Teachers.	Pupils.
United States	42	73	1,252	55	125	1,636	95	216	2,809	130	364	4,090
North Atlantic Division.....	30	51	856	34	65	892	50	100	1,372	62	130	1,720
South Atlantic Division.....	3	8	104	5	14	166	10	20	248	10	24	256
South Central Division.....	2	3	62	2	3	61	2	4	53	4	6	92
North Central Division.....	7	11	230	14	43	517	31	89	1,096	51	200	1,969
Western Division							2	3	40	3	4	43
North Atlantic Division:												
Maine.....				2	2	47	2	2	45	2	2	45
New Hampshire.....				1	1	20	1	1	14	2	4	30
Vermont.....												
Massachusetts.....	10	12	151	14	18	213	12	20	204	9	21	172
Rhode Island.....	1	1	24									
Connecticut.....				1	1	8	2	6	92	2	6	87
New York.....	11	23	359	10	27	345	16	33	424	20	45	656
New Jersey.....	6	13	296	5	13	229	13	28	505	14	31	530
Pennsylvania.....	2	2	26	1	3	30	4	10	88	13	21	200
South Atlantic Division:												
Delaware.....												
Maryland.....	1	2	14	2	3	29	3	5	91	3	8	83
District of Columbia.....	2	6	90	3	11	137	7	15	157	6	14	163
Virginia.....												
West Virginia.....												
North Carolina.....												
South Carolina.....										1	2	20
Georgia.....												
Florida.....												
South Central Division:												
Kentucky.....	2	3	62	2	3	61	2	4	53	4	6	92
Tennessee.....												
Alabama.....												
Mississippi.....												
Louisiana.....												
Texas.....												
Arkansas.....												
Oklahoma.....												
Indian Territory.....												
North Central Division:												
Ohio.....	2	2	53	2	3	50	4	6	78	5	9	96
Indiana.....							1	1	25	1	2	16
Illinois.....				2	10	43	5	8	109	8	21	207
Michigan.....	3	3	87	4	6	92	3	5	80	4	6	90
Wisconsin.....	1	3	48	4	17	238	5	17	290	5	15	273
Minnesota.....							1	1	18	2	2	29
Iowa.....										1	4	50
Missouri.....	1	3	42	2	7	94	12	51	496	25	141	1,208
North Dakota.....												
South Dakota.....												
Nebraska.....												
Kansas.....												
Western Division:												
Montana.....												
Wyoming.....												
Colorado.....										1	1	8
New Mexico.....												
Arizona.....												
Utah.....												
Nevada.....												
Idaho.....												
Washington.....							1	1	25			
Oregon.....												
California.....							1	2	15	2	3	35

TABLE 6.—Statistics of public and private kindergartens in the United States, 1877–1880.

State or Territory.	1877.			1878.			1879.			1880.		
	Kindergartens.	Teachers.	Pupils.	Kindergartens.	Teachers.	Pupils.	Kindergartens.	Teachers.	Pupils.	Kindergartens.	Teachers.	Pupils.
United States	129	336	3,931	159	376	4,797	195	452	7,554	232	524	8,871
North Atlantic Division.....	65	129	1,634	86	188	2,220	93	202	2,687	113	251	3,545
South Atlantic Division.....	11	28	265	11	30	301	17	33	514	23	41	521
South Central Division.....	3	7	82	7	9	78	7	8	70	4	5	50
North Central Division.....	46	167	1,896	48	140	2,080	71	202	4,163	83	212	4,415
Western Division	4	5	54	7	9	118	7	7	120	9	15	340
North Atlantic Division:												
Maine.....	2	2	39	4	4	25	2	10	25	2	2	80
New Hampshire.....	2	4	30				1	1	16	1	1	16
Vermont.....												
Massachusetts.....	12	22	195	18	31	346	16	29	338	20	41	627
Rhode Island.....										1	6	64
Connecticut.....	1	5	80	2	5	55	3	8	76	4	6	71
New York.....	22	50	632	26	70	855	31	68	989	42	101	1,348
New Jersey.....	14	24	451	14	32	552	17	37	751	16	37	717
Pennsylvania.....	12	22	207	22	46	387	23	49	492	27	57	622
South Atlantic Division:												
Delaware.....							1	1	15	1	1	15
Maryland.....	4	10	48	3	10	56	3	8	83	5	9	83
District of Columbia.....	5	15	186	6	18	208	6	16	257	9	19	254
Virginia.....							2	2	40	2	3	15
West Virginia.....												
North Carolina.....							1	2		3	6	55
South Carolina.....	1	2	24	1	1	20	2	2	87	1	1	67
Georgia.....	1	1	7	1	1	17	1	1	12	1	1	12
Florida.....							1	1	20	1	1	20
South Central Division:												
Kentucky.....	3	7	82	4	7	78	3	4	35	1	2	15
Tennessee.....				2	2		2	2	12	1	1	12
Alabama.....							1	1		1	1	
Mississippi.....												
Louisiana.....				1			1	1	23	1	1	23
Texas.....												
Arkansas.....												
Oklahoma.....												
Indian Territory.....												
North Central Division:												
Ohio.....	6	9	89	12	19	196	18	34	383	12	28	285
Indiana.....	1	5	30	1	3	35	4	9	95	5	12	108
Illinois.....	6	13	141	7	22	274	10	23	336	15	23	588
Michigan.....	3	4	90	2	3	54	2	6	70	6	70	119
Wisconsin.....	6	17	291	7	14	305	5	10	200	12	23	452
Minnesota.....	3	9	70	2	8	50	1	1		5	14	108
Iowa.....	1	5	40	1	5	37	3	9	70	2	8	88
Missouri.....	20	105	1,145	15	66	1,129	28	110	3,009	23	90	2,640
North Dakota.....												
South Dakota.....												
Nebraska.....										1	1	12
Kansas.....				1						2	3	65
Western Division:												
Montana.....												
Wyoming.....												
Colorado.....	1	2	22	1	2	22						
New Mexico.....												
Arizona.....												
Utah.....												
Nevada.....												
Idaho.....												
Washington.....												
Oregon.....												
California.....	3	3	32	6	7	96	7	7	120	9	15	340

TABLE 7.—Statistics of public and private kindergartens in the United States, 1881, 1882, 1884, 1885.

State or Territory.	1881.			1882.			1884.			1885.		
	Kindergartens.	Teachers.	Pupils.	Kindergartens.	Teachers.	Pupils.	Kindergartens.	Teachers.	Pupils.	Kindergartens.	Teachers.	Pupils.
United States	273	676	14,107	348	814	16,916	354	831	17,002	415	905	18,832
North Atlantic Division	103	235	3,779	134	273	3,965	118	271	4,008	141	300	4,698
South Atlantic Division	23	47	475	23	47	517	28	50	504	27	51	542
South Central Division	2	5	63	6	9	140	6	11	165	12	18	227
North Central Division	126	357	9,178	154	432	11,207	172	448	11,053	195	462	11,573
Western Division	19	32	612	31	53	1,087	30	51	1,272	40	74	1,792
North Atlantic Division:												
Maine	2	2	104	2	3	58	2	3	48	2	3	51
New Hampshire	1	1	15							1	1	35
Vermont										1	1	15
Massachusetts	20	37	647	41	53	724	22	46	714	19	38	641
Rhode Island	2	6	68	4	13	135	4	9	110	3	9	122
Connecticut	4	6	81	6	12	160	6	11	156	7	19	228
New York	37	97	1,689	38	95	1,600	45	109	1,735	41	92	1,532
New Jersey	12	28	501	12	29	443	12	27	474	12	25	440
Pennsylvania	25	58	674	31	68	845	27	66	771	55	112	1,634
South Atlantic Division:												
Delaware	2	4	30	2	4	31	1	3	30	2	5	42
Maryland	3	9	69	6	10	93	7	10	105	7	15	168
District of Columbia	10	20	303	10	22	270	14	26	252	12	21	217
Virginia	4	8	48	3	7	63	1	2	22	1	2	22
West Virginia												
North Carolina	4	6	25	2	4	60	2	4	60	3	3	38
South Carolina												
Georgia							3	5	35	2	5	55
Florida												
South Central Division:												
Kentucky				1	1	20	1	1	20	3	4	27
Tennessee							1	1		1		
Alabama	1			2	2	26	1	2	22	3	2	20
Mississippi				1								
Louisiana	1	5	63	2	6	94	2	6	99	2	9	128
Texas										1		
Arkansas												
Oklahoma												
Indian Territory							1	1	24	2	3	52
North Central Division:												
Ohio	12	34	448	18	36	539	21	49	582	26	53	641
Indiana	4	9	93	7	15	165	14	20	218	11	32	622
Illinois	19	34	611	27	55	701	25	53	921	37	71	1,715
Michigan	7	8	150	5	8	193	7	14	294	9	18	427
Wisconsin	12	24	457	17	42	918	24	64	1,286	31	64	1,885
Minnesota	5	18	173	7	23	243	9	14	204	7	12	170
Iowa	4	11	168	4	12	199	3	11	128	4	18	202
Missouri	60	214	7,002	65	233	8,076	64	211	7,213	62	181	5,635
North Dakota							1	2	15	3	5	82
South Dakota												
Nebraska				1	3	57	1	3	57	2	3	40
Kansas	3	5	76	3	5	116	3	7	135	3	5	134
Western Division:												
Montana												
Wyoming										2	4	137
Colorado										1	1	16
New Mexico				1	1							
Arizona	1	1	16	1	1	16						
Utah										1	1	
Nevada	1	2	50									
Idaho												
Washington												
Oregon				1	2	21	1	2	21	2	4	60
California	17	29	546	28	49	1,050	29	49	251	34	64	1,579

TABLE 8.—Statistics of public and private kindergartens in the United States, 1886, 1887, 1888, 1892.

State or Territory.	1886.			1887.			1888.			1892.		
	Kindergartens.	Teachers.	Pupils.	Kindergartens.	Teachers.	Pupils.	Kindergartens.	Teachers.	Pupils.	Kindergartens.	Teachers.	Pupils.
United States	417	945	21,640	544	1,256	25,925	521	1,202	31,227	1,311	2,535	65,296
North Atlantic Division ..	161	321	6,202	206	398	7,629	186	370	9,442	458	819	20,231
South Atlantic Division...	19	42	529	25	47	563	23	66	799	58	117	2,409
South Central Division...	8	20	327	12	24	401	10	26	365	55	127	2,558
North Central Division...	185	479	12,400	233	645	14,110	225	600	16,614	606	1,219	32,616
Western Division	44	83	2,182	68	142	3,222	75	140	4,007	134	253	7,482
North Atlantic Division:												
Maine	2	3	51	3	5	69	3	5	95	5	7	119
New Hampshire	1	1	35							4	7	91
Vermont	1	2	14	1	2	17	1	1	13	4	5	56
Massachusetts	41	79	1,482	46	86	1,446	44	88	1,819	101	172	4,182
Rhode Island	3	11	156	5	15	186	6	16	359	13	37	616
Connecticut	10	18	347	13	30	519	13	32	673	30	80	1,954
New York	40	91	1,916	60	124	2,813	55	114	3,300	170	313	7,750
New Jersey	10	22	410	15	28	680	13	23	965	36	50	1,345
Pennsylvania	53	94	1,791	63	108	1,899	51	91	2,218	95	148	4,118
South Atlantic Division:												
Delaware	1	2	23	1	2	21	1	2	21	2	3	33
Maryland	5	16	236	10	19	286	10	29	434	18	39	702
District of Columbia ..	8	16	165	11	22	195	10	32	314	16	39	517
Virginia										4	7	86
West Virginia												
North Carolina	2	3	54	1	1	30	1	2	30	5	10	152
South Carolina										1	7	412
Georgia	3	5	51	2	3	31	1	1		8	15	388
Florida										4	6	119
South Central Division:												
Kentucky	2	3	27	1	1		1	1		21	60	1,157
Tennessee	1	1	19	2	2	32	2	5	28	11	21	471
Alabama	1	3	35	1	3	35				1	3	20
Mississippi										2	2	92
Louisiana	2	10	160	3	11	192	3	13	227	10	28	525
Texas	1	1	15	4	6	116	4	7	110	8	10	224
Arkansas										1	2	20
Oklahoma												
Indian Territory	1	2	71	1	1	26				1	1	49
North Central Division:												
Ohio	27	66	788	33	74	850	30	75	1,170	80	152	2,758
Indiana	9	20	445	12	31	446	13	27	542	35	124	2,910
Illinois	31	105	2,246	48	157	2,684	50	144	3,048	197	271	7,491
Michigan	14	30	808	16	31	725	6	25	908	46	87	2,208
Wisconsin	22	41	2,286	31	58	2,491	31	56	3,295	60	113	5,704
Minnesota	5	12	177	10	19	336	9	8	341	32	66	1,673
Iowa	4	9	166	8	22	368	8	26	501	33	85	1,677
Missouri	66	181	5,236	71	244	6,081	74	230	6,678	90	270	7,003
North Dakota												
South Dakota	2	4	52	1	2	28	1	1	16			
Nebraska	1	2	40	1	4	50	1	4	50	17	30	623
Kansas	4	9	156	2	3	51	2	4	65	16	19	569
Western Division:												
Montana										5	6	71
Wyoming				1	1	10						
Colorado	2	3	144	1	3	105	1	3	105	28	50	1,250
New Mexico	1	1	10	1	1	10	1	1	19			
Arizona												
Utah	1	1	90	1	1	50	1	1	50	2	5	80
Nevada				1	1	30	1	1	30			
Idaho												
Washington				1	1	10	1	1	10	8	9	183
Oregon	4	8	124	6	13	192	6	14	243	2	4	77
California	36	70	1,814	56	121	2,815	66	119	3,550	89	179	5,821

TABLE 9.—Statistics of public and private kindergartens actually reporting for 1897-98.

State or Territory.	Public kindergartens.						Private kindergartens.					
	Number of cities.	Number of schools.	Number of teachers.	Pupils.			Number of schools.	Number of teachers.	Pupils.			
				Male.	Female.	Total.			Male.	Female.	Total.	
United States.....	189	1,365	2,582	46,542	49,325	95,867	1,519	3,232	22,387	25,466	47,853	
North Atlantic Division.....	94	698	1,173	20,953	22,022	42,975	613	1,148	8,416	9,726	18,142	
South Atlantic Division.....	2	6	7	134	165	299	142	282	1,874	2,167	4,041	
South Central Division.....	8	27	50	1,037	1,046	2,083	90	209	1,348	1,528	2,876	
North Central Division.....	63	535	1,095	20,543	22,064	42,607	499	1,271	8,386	9,351	17,737	
Western Division.....	17	99	207	3,875	4,028	7,903	175	322	2,363	2,694	5,057	
North Atlantic Division:												
Maine.....	3	10	22	278	303	581	28	43	218	315	533	
New Hampshire.....	4	10	14	184	188	372	1	1	10	6	16	
Vermont.....	1	2	3	53	59	112	10	13	65	86	151	
Massachusetts.....	27	181	358	5,398	5,579	10,977	91	153	810	892	1,702	
Rhode Island.....	5	25	51	730	781	1,511	11	22	178	180	358	
Connecticut.....	15	57	147	1,493	1,590	3,083	44	80	475	548	1,023	
New York.....	31	218	371	7,638	8,179	15,817	232	499	4,326	5,026	9,352	
New Jersey.....	6	46	64	1,611	1,666	3,277	57	85	604	686	1,290	
Pennsylvania.....	2	149	143	3,568	3,677	7,245	139	252	1,730	1,987	3,717	
South Atlantic Division:												
Delaware.....							18	28	208	177	380	
Maryland.....							28	61	391	540	931	
District of Columbia.....							85	62	366	400	766	
Virginia.....							7	14	87	111	198	
West Virginia.....							2	7	62	68	130	
North Carolina.....							14	28	283	342	625	
South Carolina.....							3	6	48	56	104	
Georgia.....	2	6	7	184	165	299	24	57	316	359	675	
Florida.....							11	19	118	114	232	
South Central Division:												
Kentucky.....	4	12	22	555	561	1,116	27	69	467	487	954	
Tennessee.....							15	29	250	275	505	
Alabama.....	1	1	1	57	65	122	9	17	83	133	216	
Mississippi.....	1	1	1				3	4	58	44	102	
Louisiana.....	1	12	23	352	344	696	16	58	288	343	631	
Texas.....	1	1	3	73	76	149	13	18	119	128	247	
Arkansas.....							2	6	43	47	90	
Oklahoma.....							2	3	21	23	44	
Indian Territory.....							3	5	39	48	87	
North Central Division:												
Ohio.....	7	27	37	869	871	1,740	96	230	1,264	1,493	2,757	
Indiana.....	8	26	43	568	638	1,206	60	183	2,023	2,022	4,045	
Illinois.....	2	65	132	2,660	3,011	5,671	125	389	2,103	2,412	4,515	
Michigan.....	17	65	90	1,973	2,050	4,023	64	110	811	948	1,759	
Wisconsin.....	17	103	210	5,722	6,013	11,735	22	71	433	519	952	
Minnesota.....	3	49	94	1,589	1,695	3,284	30	108	714	825	1,539	
Iowa.....	9	51	79	1,325	1,350	2,675	18	35	195	215	410	
Missouri.....	2	107	343	4,262	4,888	9,150	32	55	343	401	744	
North Dakota.....							5	7	45	56	101	
South Dakota.....	1	1	2	24	36	60	2	4	21	22	43	
Nebraska.....	2	41	65	1,551	1,512	3,063	12	34	121	118	239	
Kansas.....							24	45	313	320	633	
Western Division:												
Montana.....							6	15	69	111	180	
Wyoming.....							4	4	33	39	72	
Colorado.....	4	29	60	1,482	1,504	2,986	13	27	154	153	307	
New Mexico.....												
Arizona.....							1	3	17	13	30	
Utah.....							15	41	217	314	531	
Nevada.....							1	1	13	7	20	
Idaho.....							2	2	13	9	22	
Washington.....	2	3	9	158	155	313	32	53	293	363	656	
Oregon.....	1	2	2	12	12	24	14	30	130	182	312	
California.....	10	65	136	2,223	2,357	4,580	87	146	1,424	1,503	2,927	

TABLE 10.—Statistics of public and private kindergartens in the United States in 1897–98, partly estimated.

State or Territory.	Private kindergartens not reporting.			Private kindergartens reporting and not reporting.			Public and private kindergartens reporting and not reporting.		
	Number of kindergartens not reporting.	Estimated number of teachers.	Estimated number of pupils.	Total number of private kindergartens.	Total number of teachers, partly estimated.	Total number of pupils, partly estimated.	Total number of kindergartens.	Total number of teachers, partly estimated.	Total number of pupils, partly estimated.
United States.....	1,479	3,173	45,884	2,998	6,405	93,737	4,363	8,937	189,604
North Atlantic Division....	499	949	14,771	1,112	2,097	32,913	1,810	3,270	75,888
South Atlantic Division....	152	304	4,336	294	586	8,377	300	593	8,676
South Central Division....	88	203	2,816	178	412	5,692	205	462	7,775
North Central Division....	541	1,356	18,209	1,040	2,627	35,946	1,575	3,722	78,553
Western Division.....	199	361	5,752	374	683	10,809	473	890	18,712
North Atlantic Division:									
Maine.....	19	36	563	47	79	1,096	57	101	1,677
New Hampshire.....	6	11	178	7	12	194	17	26	566
Vermont.....	5	10	148	15	23	299	17	26	411
Massachusetts.....	95	181	2,812	186	334	4,514	367	692	15,491
Rhode Island.....	12	23	355	23	45	713	48	96	2,224
Connecticut.....	40	76	1,184	84	156	2,207	141	303	5,290
New York.....	183	348	5,417	415	847	14,769	633	1,218	30,586
New Jersey.....	39	74	1,154	96	159	2,444	142	223	5,721
Pennsylvania.....	100	190	2,960	239	442	6,677	388	585	13,922
South Atlantic Division:									
Delaware.....	14	28	399	32	56	779	32	56	779
Maryland.....	37	74	1,055	65	135	1,986	65	135	1,986
District of Columbia.....	23	46	656	58	108	1,422	58	108	1,422
Virginia.....	11	22	314	18	36	512	18	36	512
West Virginia.....	1	2	29	3	9	159	3	9	159
North Carolina.....	13	26	371	27	54	996	27	54	996
South Carolina.....	3	6	86	6	12	190	6	12	190
Georgia.....	37	74	1,055	61	131	1,730	67	138	2,029
Florida.....	13	26	371	24	45	603	24	45	603
South Central Division:									
Kentucky.....	30	69	960	57	138	1,914	69	160	3,030
Tennessee.....	24	55	768	39	84	1,273	39	84	1,273
Alabama.....	5	12	160	14	29	376	15	30	498
Mississippi.....	3	7	96	6	11	198	7	12	198
Louisiana.....	10	23	320	26	81	951	38	104	1,647
Texas.....	10	23	320	23	41	567	24	44	716
Arkansas.....	3	7	96	5	13	186	5	13	186
Oklahoma.....	1	2	32	3	5	76	3	5	76
Indian Territory.....	2	5	64	5	10	151	5	10	151
North Central Division:									
Ohio.....	97	243	3,444	193	473	6,201	220	510	7,941
Indiana.....	32	80	1,136	92	263	5,181	118	306	6,387
Illinois.....	151	378	4,361	276	767	8,876	341	899	14,547
Michigan.....	61	153	2,166	125	263	3,925	190	353	7,948
Wisconsin.....	36	90	1,278	58	161	2,230	161	371	13,965
Minnesota.....	49	123	1,740	88	231	3,279	137	325	6,563
Iowa.....	36	90	1,278	54	125	1,688	105	204	4,363
Missouri.....	45	113	1,598	77	168	2,342	184	511	11,492
North Dakota.....	4	10	142	9	17	243	9	17	243
South Dakota.....	5	13	178	7	17	221	8	19	281
Nebraska.....	7	18	249	19	52	488	60	117	3,551
Kansas.....	18	45	639	42	90	1,272	42	90	1,272
Western Division:									
Montana.....	11	20	318	17	35	498	17	35	498
Wyoming.....	1	2	29	5	6	101	5	6	101
Colorado.....	17	31	491	30	58	798	59	118	3,784
New Mexico.....									
Arizona.....	2	4	58	3	7	88	3	7	88
Utah.....	15	27	434	30	68	965	30	68	965
Nevada.....	1	2	29	2	3	49	2	3	49
Idaho.....	2	4	58	4	6	80	4	6	80
Washington.....	21	38	607	53	91	1,263	56	100	1,576
Oregon.....	27	49	780	41	79	1,092	43	81	1,116
California.....	102	184	2,948	189	330	5,875	254	466	10,455

TABLE 11.—Public kindergartens in cities of over 4,000 inhabitants in 1901-2.

State and city.	Number of schools.	Instruct-ors.	Pupils.		
			Male.	Female.	Total.
1	2	3	4	5	6
ALABAMA.					
Florence	1	1	20	20	40
ARKANSAS.					
Helena	1	1			
CALIFORNIA.					
Fresno.....	1	1			56
Los Angeles.....	40	84			2,678
Oakland.....	1	1	23	26	49
Pasadena.....	5	11	149	150	299
Pomona.....	3	5	61	72	133
Redlands.....	1	1			
Riverside*.....	1	2	31	39	70
Sacramento.....	7	13	138	147	285
San Diego.....	6	12	188	179	367
San Jose.....	5	6	118	117	235
Santa Ana.....	2	4	61	55	116
Santa Barbara.....	4	7	111	124	235
Santa Cruz*.....	1	2	28	33	61
COLORADO.					
Denver—					
District No. 1.....	21	42	903	1,035	1,938
District No. 2.....	5	10	313	288	601
Pueblo—District No. 20.....	3	8	70	84	154
CONNECTICUT.					
Bristol.....	3	6	157	127	284
Hartford.....	12	59			
Killingly*.....	1	1	23	24	53
Manchester (South).....	1	8	158	153	317
Naugatuck.....	3	4	96	89	185
New Britain.....	8	18	275	300	575
New Haven.....	15	28	651	639	1,290
New London.....	4	8			140
Norwich (Central District).....	5	10			251
Stamford*.....	2	2	69	53	113
Windsor.....	1	2	43	53	96
Windham.....	3	7			194
DISTRICT OF COLUMBIA.					
Washington.....	32	67	841	885	1,726
GEORGIA.					
Augusta.....	4	6	90	95	185
ILLINOIS.					
Chicago.....	89	178	4,475	4,360	8,835
Evanston—					
District No. 1.....	3	6	80	88	168
District No. 76.....	1	2	37	25	62
Morris.....	4	4	65	55	120
Pekin*.....	2	5			144
Rockford.....	1	1	5	20	25
INDIANA.					
Anderson.....	2	3	42	49	91
Columbus.....	2	2	35	45	80
Evansville.....	5	6	195	222	417
Fort Wayne.....	4	9	132	152	284
Hammond.....	6	12	242	249	491
La Porte.....	2	5	56	65	121
Michigan City.....	4	4	118	100	218
New Albany.....	1	1	10	10	20
Richmond.....	4	4	84	103	187
Shelbyville.....	4	2	78	87	160
South Bend.....	6	12	174	174	348
Terre Haute.....	22	11	280	295	575
Valparaiso.....	1	14	127	103	230
Vincennes*.....	1	2	40	45	85

*Statistics of 1900-1901.

TABLE 11.—Public kindergartens in cities of over 4,000 inhabitants in 1901-2—Cont'd.

State and city.	Number of schools.	Instruct-ors.	Pupils.		
			Male.	Female.	Total.
1	2	3	4	5	6
IOWA.					
Burlington	5	6			
Cedar Rapids	2	4			80
Creston	3	6	109	67	176
Des Moines (West Side)	18	26			
Dubuque	6	12	211	203	414
Fort Dodge	1				
Grinnell	3	3	77	70	147
Marshalltown	7	7	160	185	345
Oskaloosa	6	6	95	74	169
Washington	1	3			150
Waterloo (West Side)	1	2	27	31	58
Webster City	1	2	30	30	60
KANSAS.					
Salina	1	1	15	12	27
KENTUCKY.					
Covington *	6	12	293	301	594
Frankfort	1	2	32	24	56
LOUISIANA.					
Lake Charles	1	1	20	20	40
New Orleans	18	40	466	524	990
MAINE.					
Bangor	5	11	81	93	174
Bath	1	2	9	11	20
Biddeford	1	1	18	14	32
Lewiston	4	7	83	82	165
Portland *	6	12	200	207	407
Saco	1	1	8	22	30
MASSACHUSETTS.					
Andover	3	4	41	50	91
Attleboro	3	5	67	73	140
Boston	84	162	3,105	3,063	6,168
Bridgewater *	1	2	14	21	35
Cambridge	14	25	426	460	886
Chicopee	2	2			110
Dedham	2	4		65	133
Easton	1	2	24	28	52
Fall River	3	6	132	78	210
Framingham *	1				
Greenfield	2	2	47	43	90
Haverhill	2	4			91
Holyoke	7	13	213	228	441
Lowell	13	26	395	381	776
Malden	5	9	162	166	328
Medford	7	6	169	158	327
Melrose *	4	8	78	89	167
Milton	4	7			151
New Bedford	3	6	93	95	188
Newton	15	32	345	377	722
North Adams	4	8	108	121	229
Northampton	4	8	80	82	162
Peabody *	1	2	18	13	31
Salem	4	7	106	100	206
Somerville	4	8	130	216	346
Springfield	11	25	498	482	980
Watertown	1	2			40
Wellesley	1	1	18	13	31
Westfield	3	6	40	40	80
West Springfield	3	3	85	91	176
Winchester	4	8	110	110	220
Worcester	12	23			925
MICHIGAN.					
Big Rapids	2	2	41	46	87
Cadillac *	2	6	65	83	148
Calumet	13	27	343	337	680
Coldwater	2	2	47	62	109
Delray	2	2	46	64	110
Detroit	33	63	1,427	1,481	2,908

* Statistics of 1900-1901.

TABLE 11.—Public kindergartens in cities of over 4,000 inhabitants in 1901-2—Cont'd.

State and city.	Number of schools.	Instruct- ors.	Pupils.		
			Male.	Female.	Total.
1	2	3	4	5	6
MICHIGAN—continued.					
Dowagiac	1	1	44	39	83
Grand Haven	1	3	55	53	108
Grand Rapids	29	29	819	771	1,590
Holland	3	3	118	152	270
Ionia	2	1	.....	.....	.....
Ironwood*	5	14	290	200	490
Ishpeming	5	10	210	218	428
Kalamazoo	9	10	263	282	545
Manistee	3	3	42	39	81
Manistique	3	3	146	147	293
Marquette*	1	1	.....	.....	53
Menominee	5	8	225	212	437
Mount Clemens	4	5	90	97	187
Muskegon	9	10	316	318	634
Negaunee	1	2	80	90	170
Pontiac	1	1	.....	.....	.....
Port Huron	1	2	19	21	40
St. Joseph	3	2	61	57	118
Sault Ste. Marie	2	2	.....	.....	.....
Traverse City	5	5	.....	.....	.....
Wyandotte	3	25	76	82	158
MINNESOTA.					
Duluth*	15	27	528	525	1,053
Minneapolis	1	2	69	73	142
St. Paul	27	59	1,460	1,673	3,133
Winona*	7	14	.....	.....	400
MISSOURI.					
Kansas City	14	16	420	415	835
St. Louis	123	305	4,859	5,227	10,086
MONTANA.					
Helena	4	5	41	37	78
NEBRASKA.					
Lincoln	13	13	411	446	857
Nebraska City	1	2	24	30	54
Omaha	29	54	1,031	1,074	2,105
York	1	1	46	51	97
NEVADA.					
Reno	1	2	.....	.....	.....
NEW HAMPSHIRE.					
Concord (Union District)*	6	9	141	126	267
Franklin	2	2	31	33	64
Nashua	3	3	102	110	212
Portsmouth	4	8	102	123	225
NEW JERSEY.					
Asbury Park	2	2	44	54	98
Bayonne	7	14	.....	.....	280
Bloomfield	7	10	116	109	225
Camden	3	3	55	54	109
Dover	3	3	.....	.....	132
East Orange	6	11	.....	.....	439
Englewood	5	6	67	67	134
Hoboken	7	14	.....	.....	1,122
Jersey City	3	4	.....	.....	623
Long Branch	3	4	110	115	225
Montclair	7	15	213	192	405
Newark	96	93	.....	.....	6,638
New Brunswick	1	1	30	34	64
Newton	1	1	40	53	93
North Plainfield	2	4	90	103	193
Orange	5	10	260	275	535
Passaic	7	11	.....	.....	872
Paterson	21	21	.....	.....	1,762
Perth Amboy	1	1	24	20	44
Plainfield	5	7	128	138	266
Rutherford	2	2	49	65	114

*Statistics of 1900-1901.

TABLE 11.—Public kindergartens in cities of over 4,000 inhabitants in 1901-2—Cont'd.

State and city.	Number of schools.	Instruct-ors.	Pupils.		
			Male.	Female.	Total.
1	2	3	4	5	6
NEW JERSEY—continued.					
Salem	2	2	16	14	30
Somerville	1	1	40	60	100
South Orange	1	2	25	28	53
Summit	2	2	56	49	105
Town of Union	2	2	95	107	202
West Hoboken	5	5	282	263	545
West Orange	4	5	108	72	180
NEW MEXICO.					
Santa Fe	1	1	42	43	85
NEW YORK.					
Albany	21	21	527	567	1,094
Auburn	4	8	96	95	191
Binghamton	14	14	335	319	654
Buffalo*	18	20	456	538	994
Catskill	2	2	55	60	115
Coboes	4	5	120	159	279
Cortland	1	1	33	21	54
Fredonia	4	2	47	51	98
Geneva	4	9	119	138	257
Glens Falls*	2	4	63	63	126
Gloversville	5	5	205	199	404
Haverstraw*	1	1	28	32	60
Hornellsville	4	4	115	113	228
Ilion	2	5	60	57	117
Jamestown	9	11	280	300	580
Johnstown	2	2	65	50	115
Lansingburg*	5	10	138	128	261
Little Falls	2	2	55	58	113
Lockport	2	4	.....	.....	166
Matteawan	1	1	17	23	40
Medina	2	2	31	27	58
Mount Vernon	2	2	34	36	70
New Rochelle	5	9	191	193	384
New York	152	226	5,622	5,467	11,089
Niagara Falls	7	12	181	191	372
North Tonawanda*	4	4	72	67	139
North Tarrytown	1	1	19	22	42
Norwich	1	1	18	20	40
Nyack	1	1	40	30	70
Olean	6	6	186	174	360
Ossining	4	2	37	47	84
Peekskill (District No. 7)	1	1	18	16	34
Plattsburg	2	2	.....	.....	97
Port Chester	4	7	142	161	303
Poughkeepsie	2	2	30	30	60
Rensselaer	2	2	49	61	110
Rochester	31	80	1,922	2,129	4,051
Rome	5	6	99	113	212
Sandy Hill	1	2	49	59	108
Schenectady	5	5	124	145	269
Syracuse	22	34	612	614	1,226
Tarrytown	1	2	32	33	65
Troy	1	8	108	118	226
Utica	14	26	543	572	1,115
Watervliet	2	2	16	21	37
White Plains	3	4	75	91	166
Yonkers	9	13	342	354	696
NORTH CAROLINA.					
Highpoint	1	1	22	12	34
OHIO.					
Akron	9	9	.....	.....	310
Canton	2	2	42	27	69
Cleveland	28	46	965	924	1,889
Dayton	19	24	514	522	1,036
Fostoria	1	3	65	61	126
Fremont	3	7	114	120	234
Gallipolis	1	6	15	6	21
Mansfield	6	12	163	195	358
Marion	4	5	153	176	329
Portsmouth*	2	4	.....	.....	50
Toledo	24	22	732	828	1,560

* Statistics of 1900-1901.

TABLE 11.—Public kindergartens in cities of over 4,000 inhabitants in 1901-2—Cont'd.

State and city.	Number of schools.	Instruct-ors.	Pupils.		
			Male.	Female.	Total.
1	2	3	4	5	6
OKLAHOMA.					
Guthrie *	5	5	110	115	225
PENNSYLVANIA.					
Allegheny	12	24	436	289	725
Archbald	1	3			
Bradford	3	4			125
Erie	2	6	88	97	185
Greenville	1	2	28	32	60
Huntingdon	1	1	10	25	35
Johnstown	4	6	80	75	155
Philadelphia	143	192	3,496	3,743	7,239
Pittsburg	22	49	760	750	1,510
Scranton	8	8	143	148	291
Titusville	4	8	94	107	201
Uniontown	1	1			35
RHODE ISLAND.					
Cranston	4	5	80	77	157
Newport	5	5	168	157	325
Pawtucket	7	15	282	285	567
Providence	24	46	921	995	1,916
Woonsocket	3	5	68	50	118
SOUTH CAROLINA.					
Rock Hill	2	2			
SOUTH DAKOTA.					
Lead *	1	4	28	30	58
Yankton *	1	2	23	23	46
TENNESSEE.					
Johnson City *	1	1	20	30	50
TEXAS.					
Denton	1	1			
El Paso	2	2	61	53	114
VERMONT.					
Burlington	5	5	121	95	216
Montpelier	1	3	38	30	68
Rutland	3	6	44	61	105
WASHINGTON.					
Seattle	1	2	48	32	80
Spokane	2	2	46	61	107
Tacoma	1	2			
WISCONSIN.					
Appleton	5	10	210	219	429
Baraboo	4	8	72	67	139
Beaver Dam	1	2	27	28	55
Beloit	4	12	204	219	423
Berlin	2	4	66	74	140
Fond du Lac	6	14	320	337	657
Grand Rapids	2	4	60	50	110
Kaukauna *	1	2	27	33	60
Madison	2	4	39	53	92
Marinette	6	6	276	250	526
Marshfield	1	2	40	51	91
Menasha	3	4	85	105	190
Menomonie	3	4	122	115	237
Merrill	1	2			
Milwaukee	45	90	3,300	3,164	6,464
Neeah	2	2	57	86	143
Oshkosh	10	25	606	625	1,231
Racine	9	16	444	440	884
Sheboygan	7	23	363	370	733
Stevens Point *	4	6			190
Superior	9	24	401	460	861
Wausau	6	13	253	310	563

* Statistics of 1900-1901.

Newark	Public School Kindergarten Association.									
Orange Valley	Orange Valley Social Institute Kindergarten Association.									Subscriptions and donations.
NEW YORK.										
Albany	Kindergarten Association									
Brooklyn	Kindergarten Union									
Do.	Kindergarten Society of Tompkins Avenue Congregational Church.	1888	2	4					100	2,000
Do.	Adelphi Normal Kindergarten Alumnae Association.									
Do.	Free Kindergarten Society of Pratt Institute.	1891	22	39	982	1,022	2,004			
Do.	Brooklyn Guild Kindergarten Association.									
Buffalo	Kindergarten Association of St. Columba's Catholic Church.	1893	1	6	50	68	118			2,000
Do.	Trinity Cooperative Kindergarten Society.	1897	1	1	20	25	45			Do.
Do.	Kindergarten Union.									
Chautauqua	Assembly Kindergarten Association.	1899	1	6	20	30	50			Tuition fees.
Dunkirk	Woman's Educational and Industrial Kindergarten Union.	1889	1	3			54			Donations.
Elmira	Industrial School and Free Kindergarten Association.	1896	1	2	18	38	56			Do.
Ithaca	Free Kindergarten Association.		1	2	13	22	35			Do.
Mamaroneck	do.	1891	1	2	25	30	45			Do.
New York	Bryson Day Nursery Kindergarten Association.									Do.
Do.	Education Alliance Kindergarten Association.	1883	5	5						Subscriptions.
Do.	East Side Day Nursery Kindergarten Association.	1892	1	2	40	20	60			Do.
Do.	Kindergarten Association of Temple Emanuel, Sisterhood of Personal Service.	1889	1	1			8,530			
Do.	Kindergarten Society of Central Presbyterian Church.	1888	1	2	25	25	50			Do.
Do.	Union Settlement Kindergarten Association.	1895	1	3	39	30	69			Do.
Do.	Jenny Hunter Kindergarten Association.									Subscriptions and donations.
Do.	Kraus Alumnae Kindergarten Association.									
Do.	A. C. S. H. Sisterhood Kindergarten Association.	1888	1	1	16	15	31			Subscriptions.
Do.	Kindergarten Association.	1899	23	46						Subscriptions and donations.
Do.	University Settlement Kindergarten Society.		1	2	30	40	70			Subscriptions.
Do.	Kindergarten Alumnae Ethical Culture School.	1895	1	2	20	15	35			Subscriptions and donations.

TABLE 12.—*Kindergarten associations*—Continued.

Location.	Name of association.	Name of president.	Date of organiza- tion.	Kin- dergar- ten maintained.	Instructors.	Pupils.			Approximate cost of main- taining the kind- ergar- ten.	Means of support.
						Boys.	Girls.	Total.		
1	2	3	4	5	6	7	8	9	10	11
NEW YORK—continued.										
New York.....	Kindergarten Association of Children's Aid Society.	William Church Osborn.....	1880	18	62	1,182	1,084	66,481	.....	Donations and public funds.
Do.....	New York Orphan Asylum Kindergarten Society.	.....	.....	.....	.....	.....	.....	.....	.....	.....
Do.....	Kindergarten Association of United Relief Works Society of Ethical Culture.	Leo G. Rosenblatt.....	1889	1	2	22	25	47	\$2,000	Subscriptions and donations.
Do.....	Bethel Sisterhood Kindergarten Association.	Mrs. Leopold Stern.....	1890	1	2	29	38	67	984	Do.
Do.....	American Female Guardian Society Kindergarten Association.	Mrs. F. M. Weeks.....	.....	9	25	705	753	.....	.....	Public funds, donations, and subscriptions.
Do.....	Kindergarten Union of New York City and Vicinity.	.....	.....	.....	.....	.....	.....	.....	.....	.....
Peckskill.....	Industrial Kindergarten Association.....	Mrs. Enclid Anderson.....	1898	1	1	21	12	33	550	Public funds.
Randolph.....	Western New York Society for Protection of Homeless and Dependent Children Kindergarten Association.	Hon. C. S. Cary.....	.....	1	1	44	20	64	225	Subscriptions and donations.
Rochester.....	Kindergarten Association.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Saratoga Springs.....	Kindergarten Association.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Syracuse.....	Kindergarten Club.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Utica.....	International Kindergarten Union.....	Miss Rosemary Baum.....	1898	.....	.....	.....	.....	.....	.....	Public funds
NORTH CAROLINA.										
Ashville.....	Free Kindergarten Association.....	Mrs. Charity R. Craig.....	1893	3	6	125	255	380	1,540	Subscriptions and donations.
Wilmington.....	Kindergarten Association of Home Mission Society First Presbyterian Church	Miss Florence L. Bonitz.....	.....	1	2	27	17	44	325	Subscriptions.
NORTH DAKOTA.										
Cando.....	Kindergarten Association.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Fargo.....	Free Kindergarten Association.....	Mrs. Isaac Pells Clapp.....	1890	1	2	22	24	46	350	Do.

City	Name of Kindergarten Association	Year	Name of Patron	Teachers	Children	Income	Expenses	Assets	Liabilities	Notes	
OHIO.	Cincinnati										
	Do	1879	Miss Annie Laws	26					9,000	Subscriptions, donations, and tuition fees.	
	Do										
	Do	1895	Max Senior	2	4	53	44	97	1,500	Subscriptions.	
	Cleveland										
	Do	1896	Chas. D. Williams	1	2	27	32	59	900	Donations.	
	Do										
	Columbus										
	Elyria										
	Massillon										
	Oberlin										
	Toledo										
	Warren										
	Youngstown										
	OREGON.	Do									
Do		1889	Mrs. J. W. Brown	5	5	69	140	209	1,500	Tuition fees and donations.	
Do		1898	Mrs. John H. Paxton	1	4	23	20	43	700	Subscriptions.	
Do											
Do		1897	Mrs. A. F. Harris	1	1			50	800	Subscriptions and donations.	
Do		1895	Mrs. Geo. L. Fordyce	4	8	155	155	310	3,300	Subscriptions.	
Do											
Do		1898	Mrs. Edwin Webb, sr.	3	3				2,500	Subscriptions and donations.	
Portland											
PENNSYLVANIA.		Chester									
		Edgewood Park									
		Erie									
		Lancaster									
		Philadelphia									
		Do									
	Do										
	Do										
	Do										
	Pittsburg										
	Do										
	PUBLIC AND PRIVATE KINDERGARTENS.	Glenn Industrial Home Kindergarten Association.	1879	Miss Annie Laws	26					9,000	Subscriptions, donations, and tuition fees.
		Brighton Mothers' Kindergarten Association.									
		Kindergarten Association of United Jewish Charities.	1895	Max Senior	2	4	53	44	97	1,500	Subscriptions.
		Hiram House Social Settlement Kindergarten Association.	1896	Chas. D. Williams	1	2	27	32	59	900	Donations.
Kindergarten Union.											
Day Nursery and Free Kindergarten Association.											
do.											
Mothers' Kindergarten Club.											
Froebel Society.											
Free Kindergarten Association.		1897	Mrs. A. F. Harris	1	1			50	800	Subscriptions and donations.	
Free Kindergarten and Day Nursery Association.		1895	Mrs. Geo. L. Fordyce	4	8	155	155	310	3,300	Subscriptions.	
Hazel Street Mission and Coffee House Kindergarten Association.											
Christ's Mission Kindergarten Association.		1898	Mrs. Edwin Webb, sr.	3	3				2,500	Subscriptions and donations.	
Free Kindergarten Association.											
New Century Club Kindergarten Association.		1897	Mrs. T. G. Wallace	1	2	10	20	30	800	Public funds and subscriptions.	
Civic Club Kindergarten Association.	1893	Mrs. W. T. Black	5	11			253	3,500	Public funds, subscriptions, and donations.		
Day Nursery and Free Kindergarten Association.	1898	Mrs. Chas. F. Rengier	2	4	35	40	75	1,000	Subscriptions and donations.		
Free Kindergarten Association.		M. E. Adams	1	1	15	17	32		Donations.		
Northern Day Nursery Kindergarten Association.											
Bedford Street Mission Kindergarten Association.											
Philadelphia Society of Froebel Kindergartens.	1878	Mrs. M. Louise Van Kirk	2	2	45	45	90	780	Do.		
International Kindergarten Union.											
Pennsylvania State Kindergarten Association.											
Pittsburg and Allegheny Free Kindergarten Association.	1892	Mrs. Wm. A. Herron	46	90			2,572	37,383	Public funds, subscriptions, and donations.		
Kingsley House Kindergarten Association.											

TABLE 13.—Training schools and classes for kindergartners—Continued.

Location.	Name of school or class.	Name of principal.	Date of organization.	Department of normal or another institution.	Number of instructors.	Number of students (pupils teachers).	Number of graduates.	Number of pupils in model kindergarten.			Length of course in months.	Approximate cost of maintenance.	Means of support.
								Boys.	Girls.	Total.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14
ILLINOIS—continued.													
Chicago	Jewish Kindergarten Training School.												
Do.	Kindergarten Institute Training School.	Mrs. Mary Boomer Page.	1894	No.	12	50	15				18	\$4,000	Tuition fees.
Do.	Froebel Association Training School.	Mrs. Alice H. Putnam.	1876	No.	9		14				18		Do.
Do.	Free Kindergarten Association's Training School.	Miss Alice Temple		No.	10	33	16				20	4,500	Tuition and donations.
Galesburg	Kindergarten Normal Training School.	Miss M. Evelyn Strong	1879	No.	10	100	9	20	30	50	18		Tuition fees.
Quincy	Congregational Church Kindergarten Training School.												
INDIANA.													
Bluffton	Public Kindergarten Training School.												
Corydon	Ohio Valley Normal Kindergarten Training School.												
Indianapolis	Indiana Kindergarten and Primary Normal Training School.	Mrs. Eliza A. Blaker	1882	No.	21	203	76				20		Public funds, tuition fees, and donations.
Lafayette.	Kindergarten Training School.												
Valparaiso	Northern Indiana Normal Kindergarten Training School.	Miss Mary Hemstock	1885	Yes.		20	8	20	60	80	24	2,000	Public funds.
Winona Lake.	Summer School Kindergarten Training School.												
IOWA.													
Des Moines.	Drake University Kindergarten Training School.	Miss Hattie A. Phillips	1899	Yes.	10	26	9				18		Public funds and tuition fees.
Dubuque	Public Kindergarten Training School												
Glidden	National Normal Kindergarten Training School.	Miss Louise A. Whitney	1895		1	22	8	34	24	58	20	650	Public funds.

TABLE 13.—*Training schools and classes for kindergartners—Continued.*

Location.	Name of school or class.	Name of principal.	Date of organization.	Department of normal or another institution.	Number of instructors.	Number of students (pupil teachers).	Number of graduates.	Number of pupils in modelkindergarten.			Length of course in months.	Approximate cost of maintenance.	Means of support.
								Boys.	Girls.	Total.			
I	2	3	4	5	6	7	8	9	10	11	12	13	14
MASSACHUSETTS—cont.													
Pfeilburg	State Normal Kindergarten Training School.												
Springfield	Kindergarten Training Class	Miss Hattie Twitchell.		No.	4	18		8	8	16			Tuition fees.
Westfield	State Normal Kindergarten Training School.	Clarence A. Brodeus.		Yes.	1	4	4	14	18	32	20	\$1,500	Public funds.
MICHIGAN.													
Alma	Alma College Kindergarten Training Department.	Mrs. Mary D. Plum.	1888	Yes.	4	24	11	18	10	28	20	800	Tuition fees.
Benton Harbor	Kindergarten Training School.												
Big Rapids	Ferris Institute Kindergarten Training Class	W. N. Ferris.	1884	Yes.	1	46	13	12	18	30	20	1,000	Do.
Detroit	Kindergarten Normal Training School.												
Do.	Washington Normal Kindergarten Training School.	Miss Clara W. Mingins.	1895	Yes.	7	64	16	70	55	125	30		Public funds.
Grand Rapids	Kindergarten Training School	Mrs. Lucretia Willard Treat.	1891	No.	13	139	72				27	4,900	Tuition fees.
Kalamazoo	Public Kindergarten Training School												
Muskegon	Teachers' Kindergarten Training School.												
Ypsilanti	Normal College Kindergarten Training School.	L. H. Jones, A. M.	1852	Yes.	1	85	42	25	33	58	18	1,000	Public funds.
MINNESOTA.													
Duluth	Kindergarten Training School.												
Maunkato	State Normal Kindergarten Training School.												
Minneapolis	Normal School for Kindergartners	Miss Stella L. Wood.	1892	No.	5	22	9				18	1,900	Tuition and donations.

TABLE 13.—Training schools and classes for kindergartners—Continued.

Location.	Name of school or class.	Name of principal.	Date of organization.	Department of normal or another institution.	Number of instructors.	Number of students (pupil teachers).	Number of graduates.	Number of pupils in model kindergarten.			Length of course in months.	Approximate cost of maintenance.	Means of support.
								Boys.	Girls.	Total.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14
NEW YORK—continued.													
Chautauqua.....	Kindergarten Training School												
Cohoes.....	do.	Miss Frances M. Crawford	1899	Yes	4	16	8	137	121	258	19	\$900	Public funds.
Cortland.....	State Normal Kindergarten Training School.	Miss Lillie H. Stone	1897	Yes	2	25	8	17	11	28	16	1,300	Do.
Frederica.....	do.												
Ithaca.....	Training School for Kindergartners.	Miss Adelaide L. Herrick	1880	Yes	2	7	4	37	37	74	30	2,000	Public funds and tuition fees.
New York.....	American Kindergarten Training School	Miss Eleanor E. Jones	1903	No.	1	4	0	13	10	23	18	205	Tuition fees.
Do.....	Elliman School Kindergarten Training School.												
Do.....	Ethical Culture Kindergarten Training School.	Miss Caroline T. Haven	1878	Yes	9	70	27	24	20	44	16	5,000	Do.
Do.....	Miss Hunter's Kindergarten Training School.	Miss Jenny Hunter	1883	No.	7	98	45	12	16	28	18	5,000	Do.
Do.....	Seminary for the Training of Kindergartners.												
Do.....	Miss Merington's Kindergarten Training School.												
Do.....	All Souls' Church Normal Kindergarten Training School.												
Do.....	Teachers' College Kindergarten Training School.												
Do.....	New York Froebel School for Kindergartners.	Miss Mary D. Runyan	1887	Yes	5	32	12	332	220	552	17	6,600	Tuition fees and endowments.
Oswego.....	Normal Kindergarten Training School.	Miss M. L. Van Wagenen	1880	No.	4	32	0				24		
Plattsburg.....	State Normal Kindergarten Training School.	Miss A. P. Funnelle	1882	Yes	2	21	11	37	37	74	40	1,950	Tuition fees and public funds.
Potsdam.....	do.	Geo. K. Hawkins, A. M.	1897	Yes	20	44	6	13	18	31	30	1,000	Public funds.
		Miss Wilhelmina Caldwell.	1896	Yes	1	23	5	42	46	88	30		Do

CHAPTER LII.

ILLITERACY IN THE UNITED STATES.

The reports of the Ninth, Tenth, Eleventh, and Twelfth Censuses furnish the figures from which the tables in this chapter are compiled, presenting the statistics of illiteracy for the United States for 1870, 1880, 1890, and 1900. The tables have been rearranged and new computations have been made for the purpose of comparing the results for the four years named.

Illiterates are persons 10 years of age and over who can not read and write. Those who can read but are not able to write are still classed as illiterates. Most persons learn to read and write before they are 10 years old. Very few who are still illiterate at this age are likely to learn to read later in life. By general consent 10 years was considered as the probationary period, after the completion of which all persons should be classed as literates or illiterates accordingly as they had reached or failed to reach the required standard.

The census enumerators ascertained the number of persons 10 years of age and over and the number of illiterates in this population, whether native-born whites, foreign-born whites, or people of colored races.

In the total population of 75,994,575 in 1900, there were 57,949,824 persons 10 years of age and over, in which latter number were 6,180,069 illiterates. This was 10.7 per cent of the population 10 years of age and above as compared with 13.3 per cent in 1890, 17 per cent in 1880, and 20 per cent in 1870. The statistics for the four years named may be compared in Tables 1 and 2, where they are given by States and geographical divisions. In 1870 the percentage of illiteracy in the North Atlantic division was 7.6, in 1880 it was 6.2, in 1890 the same, and in 1900 it was 5.9. In the South Atlantic division the percentages for the same years were 46.2, 40.3, 30.9, and 23.9. In the North Central division for the same years the percentages of illiteracy were 9.3, 6.7, 5.7, and 4.2. The rank of each State, based upon the percentage of illiteracy according to the census of 1900, is shown in Table 24, Iowa, the State having the smallest percentage, being placed first.

From Table 13 it appears that of the 75,994,575, total population, there were 56,595,379 native-born whites, or 74.5 per cent of the whole. There were 10,213,817 foreign-born whites, or 13.4 per cent of the whole, and 9,185,379 colored people, or 12.1 per cent of the whole. It will be noted that while the Southern States have nearly all the negroes, the Northern and Western States have nearly all the foreign-born whites.

The total white population in 1900, without reference to nativity, was 66,809,196, as shown in Table 3. In this population there were 51,250,918 persons 10 years of age and over, of whom 3,200,746 were illiterate. This was 6.2 per cent as compared with 7.7 in 1890, with 9.4 in 1880, and 11.5 in 1870, as shown by comparing Tables 3 and 4. The rank of each State according to the illiteracy of its white population is shown in Table 25.

The illiteracy of the native white population is shown in Tables 5 and 6 for the four years. In 1900 there were 1,913,611 illiterates in the native white population of 41,236,662, 10 years of age and over, or 4.6 per cent, as compared with 6.2 per cent in 1890, with 8.7 per cent in 1880, and 10.8 per cent in 1870.

In 1900 there were 10,014,256 foreign-born whites 10 years of age and over, and of these 1,287,135 were illiterate. This was 12.9 per cent as compared with 13.1 in 1890, with 12 in 1880, and with 14.4 per cent in 1870. These figures are shown in Tables 7 and 8.

Tables 9 and 10 show the number and per cent of illiterates in the colored population 10 years of age and over in 1900, 1890, 1880, and 1870. The colored enumeration included the negroes, Chinese, Japanese, and the Indians. In 1900 the colored population 10 years of age and over was 6,698,906, in which number were 2,979,323 illiterates, or 44.5 per cent as compared with 56.8 in 1890, with 70 in 1880, and 79.9 in 1870.

Table 11 shows that in 1900 the percentage of illiteracy in the total male population 10 years of age and over was 10.1 as compared with 12.4 in 1890. Table 12 indicates that the percentage of illiteracy for the female population was 11.2 in 1900 and 14.4 in 1890.

Tables 14 to 18, inclusive, exhibit the statistics of 1900 relating to the degree of illiteracy in the separate elements of population already mentioned. In Table 14 it is shown that in the total illiterate population of 6,180,069 there were 5,224,226 persons who could neither read nor write, and 955,843 who could read but could not write. In like manner the degree of illiteracy for the total white population, for the native white, for the foreign white, and for the colored population may be learned by reference to Tables 15, 16, 17, and 18.

The illiteracy of the population 10 years of age and over, classified by sex and certain age periods, may be studied in Tables 19 to 23, inclusive. Table 19 shows that there were 577,649 illiterates 10 to 14 years of age, 721,394 who were 15 to 20 years of age, and 4,881,026 who were 21 years old and over.

The five tables above mentioned are perhaps the most important comparisons made in this chapter. The statistics here given emphasize the fact, which has been pointed out for several years in the Annual Reports of the Commissioner of Education, that the girls of the present generation are receiving more benefit from the public schools than the boys. Table 19 shows that of the 577,649 illiterates from 10 to 14 years of age 325,984 were boys and 251,665 were girls; of the 721,394 illiterates from 15 to 20 years of age 396,770 were boys and 324,624 were girls, while of the 4,881,026 illiterates 21 years of age and over 2,288,470 were men and 2,592,556 were women.

It is thus seen that from 10 to 14 years of age the boys constituted 56.43 per cent of the illiterates and the girls 43.57 per cent; from 15 to 20 years of age, the boys 55 per cent and the girls 45 per cent. Combining all the ages from 10 to 20 the boys constituted 55.64 per cent of the illiterates and the girls 44.36 per cent. From 21 years of age and over the illiterates were 46.89 per cent males and 53.11 per cent females.

Tables 29 to 43, inclusive, present the statistics of illiteracy for the 16 former slave States and the District of Columbia. These tables are arranged so that they may be compared item by item with the tables for the whole United States which precede them. These tables will be found valuable to those who are studying the race and educational problems of the South.

The table which follows exhibits the percentages of illiteracy in the countries of Europe. These percentages can not be compared with those given for the United States, as the age periods of those enumerated are not the same.

Percentage of illiteracy in Europe.

Group.	Countries (or States).	Percentage.	Date.	Sex.	How found.	Sources of information.
Teutonic nations.	German Empire	0.05	1901	Male	Army recruits..	Imperial bureau of statistics, Berlin.
	Prussia .....	.07	1901	.....do.....	.....do.....	Do.
	Bavaria .....	.01	1901	.....do.....	.....do.....	Do.
	Saxony .....	.00	1901	.....do.....	.....do.....	Do.
	Württemberg .....	.01	1901	.....do.....	.....do.....	Do.
	Baden .....	.03	1901	.....do.....	.....do.....	Do.
	Hesse .....	.02	1901	.....do.....	.....do.....	Do.
	Mecklenburg-Schwerin.	.00	1901	.....do.....	.....do.....	Do.
	Saxe-Weimar .....	.00	1901	.....do.....	.....do.....	Do.
	Mecklenburg-Strelitz.	.00	1901	.....do.....	.....do.....	Do.
	Oldenburg .....	.00	1901	.....do.....	.....do.....	Do.
	Brunswick .....	.11	1901	.....do.....	.....do.....	Do.
	Saxe-Meiningen .....	.00	1901	.....do.....	.....do.....	Do.
	Saxe-Altenburg .....	.00	1901	.....do.....	.....do.....	Do.
	Saxe-Coburg-Gotha.	.00	1901	.....do.....	.....do.....	Do.
	Anhalt .....	.07	1901	.....do.....	.....do.....	Do.
	Schwarzburg-Sondershausen.	.00	1901	.....do.....	.....do.....	Do.
	Schwarzburg-Rudolstadt.	.00	1901	.....do.....	.....do.....	Do.
	Waldeck .....	.00	1901	.....do.....	.....do.....	Do.
	Reuss, senior line.	.00	1901	.....do.....	.....do.....	Do.
	Reuss, junior line.	.00	1901	.....do.....	.....do.....	Do.
	Schaumburg-Lippe.	.00	1901	.....do.....	.....do.....	Do.
	Lippe .....	.00	1901	.....do.....	.....do.....	Do.
Lubeck .....	.00	1901	.....do.....	.....do.....	Do.	
Bremen .....	.00	1901	.....do.....	.....do.....	Do.	
Hamburg .....	.05	1901	.....do.....	.....do.....	Do.	
Alsace-Lorraine.	.06	1901	.....do.....	.....do.....	Do.	
Sweden and Norway..	.08	1900	.....do.....	.....do.....	Hübner's Annual Tables.	
Denmark .....	.20	1900	.....do.....	.....do.....	Do.	
Finland .....	.49	1899	Male and female over 10 years.	Census	Do.	
Mixed Teutonic.	Switzerland.....	.13	1901	Male.....	Army recruits..	Schweizerische Lehrerzeitung.
	Scotland	2.46	1901	Male and female.	Signing marriage certificates.	Statesman's Year-book.
	Netherlands	2.30	1901	Male.....	Army recruits..	Hübner's Annual Tables.
	England	3.00	1901	Male and female.	Signing marriage certificates.	Statesman's Year-book.
Romantic, Teutonic, Magyaric mixture.	France	4.70	1900	Male.....	Army recruits..	Levasseur's Statistique.
	Belgium	10.10	1900	.....do.....	.....do.....	Hübner's Annual Tables
	Austria	35.60	1901	.....do.....	.....do.....	Army returns.
	Ireland	7.90	1901	Male and female.	Signing marriage certificates.	Statesman's Year-book.
	Hungary	47.80	1900	Male	Army recruits..	Army returns.
	Greece	30.00	1900	Male and female.	Census.....	Hübner's Annual Tables.
	Italy	32.90	1900	Male	Army recruits..	Do.
	Portugal	79.20	1890	Male and female.	Census.....	Do.
	Spain	68.10	1889	Male .....	.....do.....	Do.
	Russia	61.70	1894	.....do.....	Army recruits..	Do.
Slavic nations.	Servia	79.30	1895	.....do.....	.....do.....	Do.
	Roumania	88.40	1899	.....do.....	.....do.....	Do.

TABLE 1.—Number and per cent of illiterates in population 10 years of age and over: 1890 and 1900.

State or Territory.	1900.				1890.			
	Total population.	Population 10 years of age and over.	Illiterates.		Total population.	Population 10 years of age and over.	Illiterates.	
			Number.	Per cent.			Number.	Per cent.
United States	75,994,575	57,949,824	6,180,069	10.7	62,622,250	47,413,559	6,324,702	13.3
North Atlantic Division.....	21,046,695	16,692,161	976,586	5.9	17,401,545	13,888,377	859,989	6.2
South Atlantic Division.....	10,443,480	7,616,159	1,821,346	23.9	8,857,920	6,415,921	1,981,888	30.9
South Central Division.....	14,080,047	10,124,215	2,318,579	22.9	10,972,893	7,799,487	2,318,871	29.7
North Central Division.....	26,333,004	20,281,866	858,322	4.2	22,362,279	16,909,613	964,268	5.7
Western Division.....	4,091,349	3,235,423	205,286	6.3	3,027,613	2,400,161	199,686	8.3
North Atlantic Division:								
Maine.....	694,466	565,440	29,060	5.1	661,086	541,692	29,587	5.5
New Hampshire.....	411,588	337,893	21,075	6.2	376,530	315,497	21,476	6.8
Vermont.....	343,641	278,943	16,247	5.8	332,422	271,173	18,154	6.7
Massachusetts.....	2,805,346	2,267,048	134,043	5.9	2,238,943	1,839,607	114,468	6.2
Rhode Island.....	428,556	344,824	29,004	8.4	435,506	281,959	27,525	9.8
Connecticut.....	908,420	730,454	42,973	5.9	746,258	609,890	32,194	5.3
New York.....	7,268,894	5,801,682	318,100	5.5	5,997,853	4,822,392	266,911	5.5
New Jersey.....	1,883,669	1,480,498	86,658	5.9	1,444,933	1,143,123	74,321	6.5
Pennsylvania.....	6,302,115	4,885,379	299,376	6.1	5,258,014	4,063,134	275,353	6.8
South Atlantic Division:								
Delaware.....	184,735	145,500	17,581	12.0	168,493	131,967	18,878	14.3
Maryland.....	1,188,044	920,715	101,947	11.1	1,042,390	798,605	125,376	15.7
District of Columbia.....	278,718	231,837	20,028	8.6	230,392	188,567	24,884	13.2
Virginia.....	1,854,184	1,364,501	312,120	22.9	1,655,980	1,211,934	365,736	30.2
West Virginia.....	998,800	701,646	80,105	11.4	762,794	549,533	79,180	14.4
North Carolina.....	1,938,810	1,346,734	386,251	28.7	1,147,947	416,406	409,703	35.7
South Carolina.....	1,340,316	942,402	338,659	35.9	1,151,149	802,406	360,705	45.0
Georgia.....	2,216,331	1,577,334	480,420	30.5	1,837,353	1,302,208	518,706	39.8
Florida.....	528,542	385,490	84,285	21.9	391,422	283,250	78,720	27.8
South Central Division:								
Kentucky.....	2,147,174	1,589,685	262,954	16.5	1,858,635	1,360,031	294,381	21.6
Tennessee.....	2,020,616	1,480,948	306,930	20.7	1,767,518	1,276,631	340,140	26.6
Alabama.....	1,828,697	1,304,703	443,590	34.0	1,513,017	1,069,545	438,535	41.0
Mississippi.....	1,551,270	1,098,891	351,461	32.0	1,289,600	902,028	360,613	40.0
Louisiana.....	1,381,625	990,364	381,145	38.5	1,118,587	794,683	364,184	45.8
Texas.....	3,048,710	2,163,913	314,018	14.5	2,235,523	1,564,755	308,873	19.7
Arkansas.....	1,311,564	944,332	190,655	20.4	1,128,179	787,113	209,745	26.6
Oklahoma.....	398,331	287,055	15,774	5.5	61,831	44,701	2,400	5.4
Indian Territory.....	392,030	274,324	52,052	19.0				
North Central Division:								
Ohio.....	4,157,545	3,289,921	131,541	4.0	3,672,316	2,858,659	149,843	5.2
Indiana.....	2,516,462	1,968,215	90,539	4.6	2,192,404	1,674,028	105,829	6.3
Illinois.....	4,821,550	3,727,745	157,958	4.2	3,826,351	2,907,671	152,634	5.2
Michigan.....	2,420,982	1,896,265	86,482	4.2	2,093,889	1,619,035	95,914	5.9
Wisconsin.....	2,069,042	1,561,156	73,779	4.7	1,686,880	1,258,390	84,745	6.7
Minnesota.....	1,751,394	1,305,657	52,946	4.1	1,301,826	962,350	58,057	6.0
Iowa.....	2,231,853	1,711,789	40,172	2.3	1,911,896	1,441,308	52,061	3.6
Missouri.....	3,106,665	2,371,865	152,844	6.4	2,679,184	1,995,638	181,368	9.1
North Dakota.....	319,146	229,161	12,719	5.6	182,719	129,452	7,743	6.0
South Dakota.....	401,570	294,304	14,832	5.0	328,808	236,208	9,974	4.2
Nebraska.....	1,066,300	799,755	17,997	2.3	1,058,910	771,659	24,021	3.1
Kansas.....	1,470,495	1,126,033	32,513	2.9	1,427,096	1,055,215	42,079	4.0
Western Division:								
Montana.....	243,329	191,596	11,675	6.1	132,159	107,811	5,884	5.5
Wyoming.....	92,531	72,062	2,878	4.0	60,705	47,755	1,630	3.4
Colorado.....	539,700	425,424	17,779	4.2	412,198	327,896	17,180	5.2
New Mexico.....	195,310	141,282	46,971	33.2	153,593	112,541	50,070	44.5
Arizona.....	122,931	94,147	27,307	29.0	59,620	46,076	10,785	23.4
Utah.....	276,749	196,769	6,141	3.1	207,905	147,227	8,232	5.6
Nevada.....	42,335	34,959	4,645	13.3	45,761	38,225	4,897	12.8
Idaho.....	161,772	119,837	5,505	4.6	84,385	62,721	3,225	5.1
Washington.....	518,103	408,437	12,740	3.1	349,390	275,639	11,778	4.3
Oregon.....	413,536	328,799	10,686	3.3	313,767	244,374	10,103	4.1
California.....	1,485,053	1,222,111	58,959	4.8	1,208,130	989,896	75,902	7.7

TABLE 2.—Number and per cent of illiterates in population 10 years of age and over: 1870 and 1880.

State or Territory.	1880.				1870.			
	Total population.	Population 10 years of age and over.	Illiterates.		Total population.	Population 10 years of age and over.	Illiterates.	
			Number.	Per cent.			Number.	Per cent.
United States	50,155,783	36,761,607	6,239,958	17.0	38,558,371	28,228,945	5,658,144	20.0
North Atlantic Division	14,507,407	11,270,090	699,369	6.2	12,298,730	9,430,792	712,277	7.6
South Atlantic Division	7,597,197	5,286,645	2,129,830	40.3	5,853,610	4,207,398	1,943,166	46.2
South Central Division	8,919,371	6,076,243	2,402,539	39.5	6,434,410	4,548,220	2,024,395	44.5
North Central Division	17,364,111	12,730,841	853,020	6.7	12,981,111	9,292,434	865,917	9.3
Western Division	1,767,697	1,367,788	155,150	11.3	990,510	750,101	112,389	15.0
North Atlantic Division:								
Maine	648,936	519,669	22,170	4.3	626,915	493,847	19,052	3.9
New Hampshire	346,991	286,188	14,302	5.0	318,300	260,426	9,926	3.8
Vermont	329,286	264,052	15,837	6.0	330,351	258,751	17,709	6.8
Massachusetts	1,788,085	1,432,185	92,980	6.5	1,457,351	1,160,666	87,742	8.4
Rhode Island	276,531	220,461	24,793	11.2	217,353	173,751	21,921	12.6
Connecticut	622,700	497,303	28,424	5.7	537,454	425,896	29,616	7.0
New York	5,082,871	3,981,428	219,600	5.5	4,282,759	3,378,959	239,271	7.1
New Jersey	1,131,116	865,591	53,249	6.2	906,096	680,687	54,687	8.0
Pennsylvania	4,282,891	3,203,215	228,014	7.1	3,321,951	2,597,809	222,356	8.6
South Atlantic Division:								
Delaware	146,608	110,856	19,414	17.5	125,015	92,586	23,100	25.0
Maryland	934,943	695,364	184,488	19.3	780,894	575,439	185,499	23.6
District of Columbia	177,624	136,907	25,778	18.8	131,700	100,453	28,719	28.6
Virginia	1,512,565	1,059,034	430,352	40.6	1,223,163	890,056	445,895	50.1
West Virginia	618,457	428,387	85,375	19.9	442,014	308,424	81,490	26.4
North Carolina	1,399,730	959,951	463,975	48.3	1,071,361	769,629	397,690	51.7
South Carolina	995,577	667,456	369,848	55.4	705,606	503,763	290,379	57.6
Georgia	1,542,180	1,043,840	520,416	49.9	1,184,109	835,929	468,593	56.1
Florida	269,493	164,650	80,183	43.4	187,748	131,119	71,803	54.8
South Central Division:								
Kentucky	1,648,690	1,168,498	348,392	29.9	1,321,011	930,136	332,176	35.7
Tennessee	1,542,359	1,062,130	410,722	38.7	1,258,530	890,872	364,697	40.9
Alabama	1,262,505	851,780	433,447	50.9	998,992	706,802	333,012	54.2
Mississippi	1,131,597	753,693	373,201	49.5	827,922	581,206	313,310	53.9
Louisiana	939,946	649,070	318,380	49.1	726,915	526,392	276,158	52.5
Texas	1,591,749	1,064,196	316,432	29.7	1,188,579	831,075	221,703	38.8
Arkansas	802,525	531,876	202,015	38.0	484,471	341,737	133,389	39.0
Oklahoma								
Indian Territory								
North Central Division:								
Ohio	3,198,062	2,399,367	131,847	5.5	2,665,260	1,958,374	178,172	8.9
Indiana	1,978,301	1,468,065	110,761	7.5	1,680,637	1,197,936	127,124	10.6
Illinois	3,077,871	2,269,315	145,397	6.4	2,539,891	1,809,606	133,584	7.4
Michigan	1,636,937	1,236,686	63,723	5.2	1,184,059	873,768	58,127	6.1
Wisconsin	1,315,497	965,712	55,558	5.8	1,054,670	751,704	55,441	7.4
Minnesota	780,773	559,977	34,546	6.2	439,706	305,568	24,413	8.0
Iowa	1,624,615	1,181,641	46,609	3.9	1,194,020	837,959	45,671	5.5
Missouri	2,168,880	1,557,631	208,754	13.4	1,721,295	1,205,368	222,411	18.5
North Dakota	135,177	99,849	4,821	4.8	14,181	10,640	1,563	14.7
South Dakota	452,402	318,271	11,528	3.6	122,993	88,265	4,861	5.5
Nebraska	996,096	704,297	39,476	5.6	364,399	258,051	24,550	9.5
Western Division:								
Montana	39,159	31,989	1,707	5.3	20,595	18,170	918	5.1
Wyoming	20,789	16,479	556	3.4	9,118	8,059	607	7.5
Colorado	194,327	158,220	10,474	6.6	89,864	80,349	6,223	22.5
New Mexico	119,565	87,966	57,156	65.0	91,874	66,464	52,220	78.6
Arizona	40,440	32,922	5,842	17.7	9,658	8,237	2,753	32.4
Utah	143,963	97,194	8,826	9.1	86,786	56,515	7,363	13.0
Nevada	62,266	50,666	4,069	8.0	42,491	36,655	3,872	2.4
Idaho	32,610	25,005	1,778	7.1	14,999	13,189	3,388	25.7
Washington	75,116	55,720	3,889	7.0	23,955	17,331	1,307	7.5
Oregon	174,768	130,565	7,423	5.7	90,923	64,685	4,427	6.8
California	864,694	681,062	53,430	7.8	560,247	430,444	31,716	7.4

TABLE 3.—Number and per cent of illiterates in the white population, 10 years of age and over: 1890 and 1900.

State or Territory.	1900.				1890.			
	Total white population.	White population 10 years of age and over.	Illiterates.		Total white population.	White population 10 years of age and over.	Illiterates.	
			Number.	Per cent.			Number.	Per cent.
United States	66,809,196	51,250,918	3,200,746	6.2	55,101,258	41,931,074	3,212,574	7.7
North Atlantic Division ..	20,687,888	16,350,192	926,476	5.7	17,121,985	13,658,519	810,091	5.9
South Atlantic Division ..	6,706,058	4,953,831	567,967	11.5	5,592,149	4,109,269	595,952	14.5
South Central Division ..	9,815,912	7,066,708	833,306	11.8	7,601,304	5,347,099	817,031	15.3
North Central Division ..	25,775,870	19,831,594	747,648	3.8	21,913,813	16,560,840	849,843	5.1
Western Division	3,873,468	3,048,593	125,349	4.1	2,872,007	2,255,347	139,657	6.2
North Atlantic Division:								
Maine	692,226	563,617	28,589	5.1	659,263	540,157	29,108	5.4
New Hampshire	410,791	337,178	20,966	6.2	375,840	314,913	21,340	6.8
Vermont	342,771	278,222	16,139	5.8	331,418	270,385	17,986	6.7
Massachusetts	2,769,764	2,237,027	130,321	5.8	2,215,373	1,820,012	111,442	6.1
Rhode Island	419,050	336,854	27,871	8.3	337,859	275,629	26,355	9.6
Connecticut	892,424	717,184	41,401	5.8	733,438	599,346	30,536	5.1
New York	7,586,881	5,705,704	305,773	5.4	5,923,955	4,760,282	255,498	5.4
New Jersey	1,812,317	1,421,465	76,338	5.4	1,396,581	1,103,786	63,163	5.7
Pennsylvania	6,141,664	4,752,941	279,078	5.9	5,148,258	3,974,009	254,663	6.4
South Atlantic Division:								
Delaware	153,977	121,913	8,548	7.0	140,066	110,359	8,186	7.4
Maryland	952,424	740,806	38,694	5.2	826,493	637,499	44,653	7.0
District of Columbia ..	191,582	159,423	2,480	1.6	154,695	127,526	3,495	2.7
Virginia	1,192,855	885,037	98,160	11.1	1,020,122	756,252	105,058	13.9
West Virginia	915,233	667,275	69,011	10.3	730,077	524,801	68,138	13.0
North Carolina	1,263,603	904,978	175,907	19.4	1,055,382	754,557	173,742	23.0
South Carolina	557,807	404,860	46,008	13.5	462,008	332,174	59,473	17.9
Georgia	1,181,244	853,029	101,264	11.9	978,357	701,585	114,691	16.3
Florida	297,333	216,510	19,184	8.9	224,949	164,216	18,516	11.3
South Central Division:								
Kentucky	1,862,309	1,369,842	174,768	12.8	1,590,462	1,162,342	133,851	15.8
Tennessee	1,540,186	1,125,968	153,086	14.1	1,336,637	966,831	172,169	17.8
Alabama	1,001,132	714,883	104,833	14.7	833,718	590,115	107,335	18.2
Mississippi	641,200	458,467	35,844	8.	544,851	385,099	45,755	11.9
Louisiana	729,612	524,753	96,531	18.4	558,395	402,041	80,939	20.1
Texas	2,426,669	1,725,030	146,487	8.5	1,745,935	1,228,601	132,389	10.8
Arkansas	944,580	670,409	77,160	11.5	818,752	569,659	93,090	16.3
Oklahoma	367,524	264,404	7,547	2.9	62,300	42,411	1,503	3.5
Indian Territory	302,680	212,952	29,980	14.1	110,254	.....	.....	.....
North Central Division:								
Ohio	4,060,204	3,210,258	117,310	3.7	3,584,805	2,789,479	132,244	4.7
Indiana	2,458,502	1,920,860	79,859	4.2	2,146,736	1,638,334	94,334	5.8
Illinois	4,734,873	3,654,997	144,705	4.0	3,768,472	2,861,671	140,219	4.9
Michigan	2,398,563	1,878,083	76,676	4.1	2,072,884	1,602,474	91,076	5.7
Wisconsin	2,057,911	1,552,580	70,385	4.5	1,680,828	1,253,594	82,984	6.6
Minnesota	1,737,036	1,294,825	48,480	3.7	1,296,408	957,662	56,966	5.9
Iowa	2,218,667	1,700,807	37,953	2.2	1,601,090	1,432,849	49,828	3.5
Missouri	2,944,843	2,241,704	116,349	5.2	2,528,458	1,881,478	133,806	7.1
North Dakota	311,712	223,711	9,495	4.2	182,407	128,998	7,528	5.8
South Dakota	380,714	279,010	7,039	2.5	328,010	234,979	9,564	4.1
Nebraska	1,056,526	791,735	16,628	2.1	1,047,096	762,144	21,575	2.8
Kansas	1,416,319	1,083,024	22,769	2.1	1,376,619	1,017,178	29,719	2.9
Western Division:								
Montana	226,283	177,781	5,016	2.8	127,690	103,264	4,232	4.1
Wyoming	89,051	69,190	1,697	2.5	59,324	46,436	1,408	3.0
Colorado	529,046	416,301	15,956	3.8	404,534	321,059	15,474	4.8
New Mexico	180,207	129,958	38,922	29.9	142,918	104,103	43,265	41.6
Arizona	92,903	71,501	10,648	14.9	55,734	42,482	8,956	21.1
Utah	272,465	193,184	4,275	2.2	205,925	145,437	7,407	5.1
Nevada	35,405	29,165	774	2.7	39,121	32,289	1,356	4.2
Idaho	154,495	113,646	2,167	1.9	82,117	60,446	2,119	3.5
Washington	496,304	389,489	5,920	1.5	340,829	267,747	8,261	3.1
Oregon	394,582	311,365	4,387	1.4	301,982	232,925	6,946	3.0
California	1,402,727	1,147,013	35,587	3.1	1,111,833	899,159	40,233	4.5

TABLE 4.—Number and per cent of illiterates in the white population, 10 years of age and over: 1870 and 1880.

State or Territory.	1880.				1870.			
	Total white population.	White population 10 years of age and over.	Illiterates.		Total white population.	White population 10 years of age and over.	Illiterates.	
			Number.	Per cent.			Number.	Per cent.
United States	43,402,970	32,160,400	3,019,080	9.4	33,589,377	24,717,870	2,851,911	11.5
North Atlantic Division	14,273,844	11,086,104	654,817	5.9	12,117,269	9,285,812	672,077	7.2
South Atlantic Division	4,654,112	3,312,920	647,085	19.5	3,635,238	2,655,333	623,386	23.5
South Central Division	5,901,315	4,068,790	877,344	21.6	4,227,971	3,014,773	705,630	23.4
North Central Division	16,961,423	12,466,565	731,804	5.9	12,698,503	9,088,051	750,633	8.3
Western Division	1,612,276	1,226,021	108,030	8.8	910,396	673,901	100,185	14.9
North Atlantic Division:								
Maine	646,852	518,011	21,758	4.2	624,809	492,128	18,874	3.8
New Hampshire	346,229	285,594	14,208	5.0	317,697	259,904	9,831	3.8
Vermont	331,218	263,245	15,681	6.0	329,613	257,993	17,584	6.8
Massachusetts	1,763,782	1,416,767	90,658	6.4	1,443,156	1,148,990	95,578	8.3
Rhode Island	269,939	215,158	23,544	10.9	212,219	169,479	21,029	12.4
Connecticut	610,769	487,780	26,763	5.5	527,549	417,804	27,913	6.7
New York	5,016,022	3,927,603	208,175	5.3	4,330,210	3,336,198	228,424	6.8
New Jersey	1,092,017	835,885	44,049	5.3	875,407	656,972	46,486	7.1
Pennsylvania	4,197,016	3,136,561	209,981	6.7	3,456,609	2,546,344	206,588	8.1
South Atlantic Division:								
Delaware	120,160	91,611	8,346	9.1	102,221	76,016	11,280	14.8
Maryland	724,693	544,086	44,316	8.1	605,497	447,731	46,792	10.4
District of Columbia	118,006	91,872	3,988	4.3	88,278	66,620	4,876	7.3
Virginia	880,858	630,584	114,692	18.2	712,089	527,432	123,538	23.4
West Virginia	592,537	410,141	75,237	18.3	424,033	295,519	71,498	24.2
North Carolina	867,242	608,806	192,032	31.5	678,470	497,132	166,397	33.5
South Carolina	391,105	272,706	59,777	21.9	289,667	213,794	55,167	25.8
Georgia	816,906	563,977	128,934	22.9	638,926	462,718	124,939	27.0
Florida	142,605	99,137	19,763	19.9	96,057	68,371	18,900	27.6
South Central Division:								
Kentucky	1,377,179	973,275	214,497	22.0	1,098,692	773,653	201,077	26.0
Tennessee	1,138,831	790,744	216,227	27.3	936,119	665,390	178,727	26.9
Alabama	662,185	452,722	111,767	24.7	521,384	377,967	92,059	24.4
Mississippi	479,398	328,296	58,448	16.3	382,896	276,132	48,028	17.4
Louisiana	454,954	320,917	58,951	18.4	362,065	264,033	50,749	19.2
Texas	1,197,237	808,361	123,912	15.3	564,700	401,110	70,895	17.7
Arkansas	591,531	393,905	98,542	25.0	362,115	256,488	64,095	25.0
Oklahoma								
Indian Territory								
North Central Division:								
Ohio	3,117,920	2,339,528	115,491	4.9	2,601,946	1,906,494	152,383	8.0
Indiana	1,938,798	1,438,955	100,398	7.0	1,655,837	1,179,792	118,761	10.1
Illinois	3,031,151	2,234,478	132,426	5.9	2,511,096	1,788,175	123,624	6.9
Michigan	1,614,560	1,219,906	58,932	4.8	1,167,282	861,523	48,649	5.6
Wisconsin	1,309,618	961,433	54,233	5.6	1,051,351	749,181	54,845	7.3
Minnesota	776,884	557,183	33,506	6.0	438,257	304,418	23,941	7.9
Iowa	1,614,600	1,174,063	44,337	3.8	1,188,207	833,698	44,145	5.3
Missouri	2,022,826	1,453,238	152,510	10.5	1,603,146	1,122,175	161,763	14.4
North Dakota	36,192	98,343	4,157	4.2	12,887	9,766	914	9.4
South Dakota	96,955	316,312	10,926	3.5	122,117	87,562	4,630	5.3
Nebraska	449,764	673,121	24,888	3.7	346,377	245,267	16,978	6.9
Kansas	952,155							
Western Division:								
Montana	35,885	28,986	631	2.2	18,306	15,925	643	4.0
Wyoming	19,437	15,240	374	2.5	8,726	7,709	481	6.2
Colorado	191,126	155,456	9,906	6.4	39,221	29,819	6,564	22.0
New Mexico	108,721	79,767	49,597	62.2	90,393	65,224	51,140	78.4
Arizona	35,160	28,634	4,824	16.8	9,581	8,170	2,729	33.3
Utah	142,423	95,876	8,137	8.5	86,044	55,828	7,097	12.7
Nevada	53,536	42,595	1,915	4.5	38,959	33,175	653	2.0
Idaho	29,013	21,481	784	3.6	10,618	8,839	486	5.5
Washington	67,199	49,269	1,429	2.9	22,195	15,873	823	5.2
Oregon	163,075	119,482	4,343	3.6	86,929	60,846	3,411	5.6
California	767,181	589,235	26,090	4.4	499,424	372,493	26,158	7.0

TABLE 5.—Number and per cent of illiterates in the native white population 10 years of age and over: 1890 and 1900.

State or Territory.	1900.				1890.			
	Total native white population.	Native white population 10 years of age and over.	Illiterates.		Total native white population.	Native white population 10 years of age and over.	Illiterates.	
			Number.	Per cent.			Number.	Per cent.
United States	56,595,379	41,236,662	1,913,611	4.6	45,979,391	33,144,187	2,065,003	6.2
North Atlantic Division	15,898,900	11,729,596	192,052	1.6	13,247,119	9,937,918	229,897	2.3
South Atlantic Division	6,497,175	4,748,622	541,530	11.4	5,389,833	3,912,815	571,899	14.6
South Central Division	9,462,220	6,723,766	754,967	11.2	7,282,725	5,059,611	754,935	15.0
North Central Division	21,624,468	15,736,473	363,672	2.3	17,860,356	12,652,374	436,328	3.4
Western Division	3,112,616	2,298,265	61,390	2.7	2,199,358	1,601,439	71,944	4.5
North Atlantic Division:								
Maine	599,291	474,821	11,394	2.4	580,568	466,854	11,443	2.5
New Hampshire	322,830	253,636	3,840	1.5	303,644	247,824	3,679	1.5
Vermont	298,077	235,117	6,934	2.9	287,394	228,689	7,211	3.2
Massachusetts	1,829,650	1,420,219	10,739	0.8	1,561,870	1,193,469	9,727	0.8
Rhode Island	285,278	207,933	3,714	1.8	251,822	175,065	4,087	2.3
Connecticut	655,028	485,367	3,678	0.8	550,283	422,986	4,300	1.0
New York	5,267,358	3,861,371	47,550	1.2	4,358,263	3,248,761	57,362	1.8
New Jersey	1,382,267	1,000,700	17,031	1.7	1,068,596	788,401	21,351	2.7
Pennsylvania	5,159,121	3,790,352	87,372	2.3	4,304,669	3,165,888	110,737	3.5
South Atlantic Division:								
Delaware	140,248	108,389	6,072	5.6	126,970	97,732	6,068	6.2
Maryland	859,280	649,197	26,432	4.1	752,706	546,290	32,105	5.9
District of Columbia	172,012	140,114	1,138	0.8	136,178	109,262	1,803	1.7
Virginia	1,173,787	866,235	90,117	10.1	1,001,993	738,476	103,265	14.0
West Virginia	892,554	645,250	64,281	11.0	711,225	506,434	65,420	12.9
North Carolina	1,259,209	900,664	175,645	19.5	1,051,720	751,302	173,545	23.1
South Carolina	1,252,436	399,540	54,375	13.6	455,865	326,125	59,063	18.1
Georgia	1,169,273	841,200	100,431	11.9	966,465	689,969	113,945	16.5
Florida	278,076	197,973	17,039	8.6	206,771	147,225	16,685	11.3
South Central Division:								
Kentucky	1,812,176	1,319,982	169,324	12.8	1,531,222	1,104,044	178,159	16.1
Tennessee	1,522,600	1,108,629	157,396	14.2	1,316,738	947,445	170,318	18.0
Alabama	986,814	700,823	103,570	14.8	819,114	576,154	106,235	18.4
Mississippi	633,575	450,952	36,038	8.0	537,127	377,466	44,987	11.9
Louisiana	677,759	474,621	82,227	17.3	599,555	354,293	72,013	20.3
Texas	2,249,088	1,554,994	95,006	6.1	1,594,466	1,084,587	89,829	8.3
Arkansas	930,394	656,438	76,036	11.6	804,658	555,873	92,052	16.6
Oklahoma	351,920	249,064	6,279	2.5	59,591	39,779	1,342	3.4
Indian Territory	297,894	208,263	29,091	14.0	110,254	.....	.....	.....
North Central Division:								
Ohio	3,602,304	2,758,138	67,155	2.4	3,126,252	2,343,936	82,673	3.5
Indiana	2,316,641	1,780,458	63,800	3.6	2,000,733	1,495,302	73,638	5.3
Illinois	3,770,238	2,703,296	58,037	2.1	2,927,497	2,051,323	64,380	3.1
Michigan	1,858,367	1,348,352	22,277	1.7	1,531,283	1,086,481	27,016	2.5
Wisconsin	1,542,206	1,042,940	13,989	1.3	1,161,839	752,678	15,613	2.1
Minnesota	1,232,101	795,959	6,338	0.8	829,351	508,615	7,112	1.4
Iowa	1,912,885	1,397,581	16,522	1.2	1,577,158	1,118,475	20,649	1.8
Missouri	2,729,068	2,027,613	96,405	4.8	2,294,176	1,651,622	112,938	6.8
North Dakota	199,122	115,544	1,063	0.9	101,059	52,933	929	1.8
South Dakota	292,385	192,240	1,204	0.6	237,167	148,819	1,811	1.2
Nebraska	879,409	616,473	4,717	0.8	844,852	568,041	7,412	1.3
Kansas	1,289,742	957,879	12,165	1.3	1,228,989	874,149	17,157	2.0
Western Division:								
Montana	163,910	116,475	752	0.6	87,360	64,089	1,020	1.6
Wyoming	72,469	52,816	348	0.7	44,894	32,546	427	1.3
Colorado	438,571	327,143	8,692	2.7	322,028	241,084	9,235	3.8
New Mexico	166,946	117,338	34,525	29.4	132,058	93,625	40,065	42.8
Arizona	70,568	50,122	3,096	6.2	38,271	26,139	2,056	7.9
Utah	219,601	141,036	1,108	0.8	133,792	94,925	2,219	2.3
Nevada	26,824	20,621	133	0.6	27,227	20,456	173	0.8
Idaho	132,605	92,008	862	0.9	66,653	45,339	867	1.9
Washington	394,179	289,007	1,374	0.5	254,635	184,860	2,467	1.3
Oregon	340,721	258,056	2,180	0.8	254,160	186,599	3,302	1.8
California	1,086,222	833,643	8,320	1.0	818,280	611,777	10,113	1.7

TABLE 6.—Number and per cent of illiterates in the native white population 10 years of age and over: 1870 and 1880.

State or Territory.	1880.				1870.			
	Total native white population.	Native white population 10 years of age and over.	Illiterates.		Total native white population.	Native white population 10 years of age and over.	Illiterates.	
			Number.	Per cent.			Number.	Per cent.
United States	36,848,291	25,785,789	2,255,460	8.7	28,095,665	19,347,967	2,081,233	10.8
North Atlantic Division	11,465,448	8,351,065	234,576	2.8	9,599,990	6,815,773	218,962	3.2
South Atlantic Division	4,483,144	3,144,714	630,062	20.0	3,469,737	2,490,168	603,310	24.2
South Central Division	5,630,217	3,806,063	836,489	22.0	3,997,805	2,788,841	668,972	24.0
North Central Division	14,049,225	9,646,617	482,103	5.0	10,367,625	6,824,774	521,881	7.6
Western Division	1,215,257	887,330	72,230	8.6	660,508	428,411	68,608	16.0
North Atlantic Division:								
Maine	588,193	468,158	8,775	1.9	576,097	444,226	7,808	1.8
New Hampshire	299,995	242,811	2,710	1.1	288,117	230,885	1,897	0.8
Vermont	290,281	224,361	5,354	2.4	282,492	211,781	3,780	1.8
Massachusetts	1,321,844	990,160	6,933	0.7	1,090,843	802,832	5,750	0.7
Rhode Island	196,108	144,596	4,261	2.9	156,297	115,191	3,552	3.1
Connecticut	481,060	361,733	3,728	1.0	414,015	306,440	3,975	1.3
New York	3,807,317	2,742,847	59,516	2.2	3,193,160	2,220,640	59,870	2.7
New Jersey	870,697	618,941	20,093	3.2	686,589	471,823	21,425	4.5
Pennsylvania	3,609,953	2,562,458	123,206	4.8	2,911,750	2,011,955	110,905	5.5
South Atlantic Division:								
Delaware	110,720	82,318	6,630	8.1	93,101	66,971	8,811	13.2
Maryland	642,165	462,697	36,027	7.8	522,238	365,155	33,201	10.5
District of Columbia	101,026	75,025	1,950	2.6	72,107	50,532	2,658	5.3
Virginia	866,248	616,314	113,915	18.5	698,388	513,819	122,669	23.8
West Virginia	574,309	392,242	72,826	18.6	406,951	278,599	68,892	24.5
North Carolina	863,550	605,244	191,913	31.7	675,940	494,133	166,280	33.7
South Carolina	383,651	265,356	59,415	22.4	281,894	205,802	54,514	26.4
Georgia	806,573	558,769	128,362	23.2	628,173	451,703	123,849	27.5
Florida	134,902	91,749	19,024	20.7	91,395	63,454	18,336	28.9
South Central Division:								
Kentucky	1,317,725	914,311	208,796	22.8	1,035,346	712,158	193,846	27.2
Tennessee	1,122,236	774,411	214,994	27.8	916,930	646,653	176,985	27.4
Alabama	652,664	443,327	111,040	25.0	511,718	368,304	91,189	24.8
Mississippi	470,403	319,385	52,910	16.6	371,915	265,292	47,217	17.8
Louisiana	402,177	268,600	53,261	19.8	301,540	204,130	48,406	21.3
Texas	1,083,656	701,969	97,498	13.9	508,216	340,596	52,526	15.4
Arkansas	581,356	384,060	97,990	25.5	357,230	251,708	63,808	25.3
Oklahoma								
Indian Territory								
North Central Division:								
Ohio	2,723,582	1,952,858	83,183	4.3	2,229,782	1,545,177	113,313	7.3
Indiana	1,794,764	1,297,159	87,786	6.8	1,514,410	1,042,562	104,822	10.1
Illinois	2,448,172	1,666,214	88,519	5.3	1,996,114	1,288,434	80,635	6.3
Michigan	1,228,127	854,925	19,981	2.3	900,630	601,555	18,069	3.0
Wisconsin	904,300	566,745	11,494	2.0	686,903	395,617	13,517	3.4
Minnesota	509,373	300,747	5,671	1.9	277,579	148,542	5,086	3.4
Iowa	1,353,046	918,723	23,660	2.6	983,543	635,150	23,453	3.7
Missouri	1,811,467	1,244,738	137,949	11.1	1,380,972	906,579	146,179	16.1
North Dakota								
South Dakota	81,770	51,229	933	1.8	8,275	5,095	109	2.1
Nebraska	352,413	224,890	5,102	2.3	91,376	57,736	3,321	5.8
Kansas	842,211	568,889	17,825	3.1	298,041	198,327	12,877	6.5
Western Division:								
Montana	25,898	19,628	272	1.4	12,288	10,016	248	2.5
Wyoming	14,509	10,458	177	1.7	5,359	4,406	179	4.1
Colorado	151,978	117,132	8,373	7.1	32,635	23,359	6,309	27.0
New Mexico	100,773	72,219	46,329	64.2	84,786	59,716	48,231	80.8
Arizona	20,809	15,200	1,225	8.1	3,803	2,497	243	9.7
Utah	98,958	58,944	3,183	5.9	55,792	26,176	3,283	12.5
Nevada	33,350	22,660	240	1.1	23,332	17,839	77	0.4
Idaho	22,414	15,011	443	3.0	7,018	5,300	108	2.0
Washington	54,896	37,278	895	2.4	17,585	11,179	320	2.9
Oregon	142,143	99,028	3,433	3.5	78,711	52,741	2,795	5.3
California	549,529	374,772	7,660	2.0	339,199	215,182	6,815	3.2

TABLE 7.—Number and per cent of illiterates in the foreign white population 10 years of age and over: 1890 and 1900.

State or Territory.	1900.				1890.			
	Total foreign white population.	Foreign white population 10 years of age and over.	Illiterates.		Total foreign white population.	Foreign white population 10 years of age and over.	Illiterates.	
			Number.	Per cent.			Number.	Per cent.
United States	10,213,817	10,014,256	1,287,135	12.9	9,121,867	8,786,887	1,147,571	13.1
North Atlantic Division.....	4,738,988	4,620,656	734,424	15.9	3,874,866	3,720,601	580,194	15.6
South Atlantic Division.....	208,883	205,209	26,437	12.9	202,316	196,454	24,053	12.2
South Central Division.....	353,692	342,942	78,339	22.8	318,579	307,458	62,096	20.2
North Central Division.....	4,151,402	4,095,121	383,976	9.4	4,053,457	3,908,466	413,515	10.6
Western Division.....	760,852	750,328	63,959	8.5	672,649	653,908	67,713	10.4
North Atlantic Division:								
Maine.....	92,935	88,796	17,195	19.4	78,695	73,322	17,665	24.1
New Hampshire.....	87,961	83,542	17,126	20.5	72,196	67,089	17,661	26.3
Vermont.....	44,694	43,105	9,205	21.4	44,024	41,696	10,775	25.8
Massachusetts.....	840,114	816,808	119,582	14.6	653,503	626,543	101,715	16.2
Rhode Island.....	133,772	128,901	24,157	18.7	106,027	100,564	22,268	22.1
Connecticut.....	237,996	231,817	37,723	16.3	183,155	176,360	26,236	14.9
New York.....	1,889,523	1,844,333	258,423	14.0	1,565,692	1,511,521	198,136	13.1
New Jersey.....	430,050	420,765	59,307	14.1	327,985	315,385	41,812	13.3
Pennsylvania.....	982,543	962,589	191,706	19.9	843,589	808,121	143,926	17.8
South Atlantic Division:								
Delaware.....	13,729	13,524	2,476	18.3	13,096	12,627	2,118	16.8
Maryland.....	93,144	91,609	12,262	13.4	93,787	91,209	12,548	13.8
District of Columbia.....	19,520	19,309	1,342	7.0	18,517	18,264	1,692	9.3
Virginia.....	19,068	18,742	2,043	10.9	18,189	17,776	1,793	10.1
West Virginia.....	22,379	22,025	4,730	21.5	18,852	18,367	2,768	15.1
North Carolina.....	4,394	4,314	262	6.1	3,662	3,555	177	5.0
South Carolina.....	5,371	5,320	344	6.5	6,143	6,049	380	6.3
Georgia.....	12,021	11,829	833	7.0	11,892	11,616	746	6.4
Florida.....	19,257	18,537	2,145	11.6	18,178	16,991	1,831	10.8
South Central Division:								
Kentucky.....	50,133	49,860	5,444	10.9	59,240	58,298	5,692	9.8
Tennessee.....	17,586	17,339	1,690	9.7	19,899	19,386	1,851	9.5
Alabama.....	14,338	14,060	1,313	9.3	14,604	13,961	1,100	7.9
Mississippi.....	7,625	7,515	806	10.7	7,724	7,633	768	10.1
Louisiana.....	51,853	50,132	14,324	28.6	48,840	47,748	8,926	18.7
Texas.....	177,581	170,036	51,481	30.3	151,469	144,014	42,560	29.6
Arkansas.....	14,186	13,971	1,124	8.0	14,094	13,786	1,038	7.5
Oklahoma.....	15,604	15,340	1,268	8.3	2,709	2,632	161	6.1
Indian Territory.....	4,786	4,689	889	19.0				
North Central Division:								
Ohio.....	457,900	452,120	50,155	11.1	458,553	445,543	49,571	11.1
Indiana.....	141,861	140,402	16,059	11.4	146,003	143,032	15,696	11.0
Illinois.....	964,635	951,701	86,668	9.1	840,975	810,348	75,839	9.4
Michigan.....	540,196	529,731	54,399	10.3	541,601	515,993	64,060	12.4
Wisconsin.....	515,705	509,640	56,396	11.1	518,989	500,916	67,371	13.4
Minnesota.....	504,935	493,866	42,142	8.4	467,057	449,047	49,854	11.1
Iowa.....	305,782	303,226	21,431	7.1	323,932	314,374	29,179	9.3
Missouri.....	215,775	214,091	19,944	9.2	234,282	229,856	20,868	9.1
North Dakota.....	112,530	108,167	8,432	7.8	81,348	76,065	6,599	8.7
South Dakota.....	88,329	86,770	5,835	6.7	90,843	86,160	7,753	9.0
Nebraska.....	177,117	175,262	11,911	6.8	202,244	194,103	14,163	7.3
Kansas.....	126,577	125,145	10,604	8.5	147,630	143,029	12,562	8.8
Western Division:								
Montana.....	62,373	61,306	4,264	7.0	40,330	39,175	3,212	8.2
Wyoming.....	16,582	16,374	1,349	8.2	14,430	13,890	981	7.1
Colorado.....	90,475	89,158	7,264	8.1	82,506	79,975	6,239	7.8
New Mexico.....	13,261	12,620	4,397	34.8	10,860	10,478	3,200	30.5
Arizona.....	22,395	21,379	7,552	35.3	17,463	16,343	6,900	42.2
Utah.....	52,804	52,148	3,167	6.1	52,133	50,512	5,188	10.3
Nevada.....	8,581	8,544	641	7.5	11,894	11,853	1,183	10.0
Idaho.....	21,890	21,638	1,305	6.0	15,464	15,107	1,252	8.3
Washington.....	102,125	100,482	4,546	4.5	86,194	82,887	5,794	7.0
Oregon.....	53,861	53,309	2,207	4.1	47,822	46,326	3,644	7.9
California.....	316,505	313,370	27,267	8.7	293,553	287,382	30,120	10.5

TABLE 8.—Number and per cent of illiterates in the foreign white population 10 years of age and over: 1870 and 1880.

State or Territory.	1880.				1870.			
	Total foreign white population.	Foreign white population 10 years of age and over.	Illiterates.		Total foreign white population.	Foreign white population 10 years of age and over.	Illiterates.	
			Number.	Per cent.			Number.	Per cent.
United States	6,559,679	6,374,611	763,620	12.0	5,493,712	5,369,903	770,678	14.4
North Atlantic Division ...	2,808,896	2,735,039	420,241	15.4	2,517,279	2,470,039	453,115	18.3
South Atlantic Division ...	170,968	168,206	17,023	10.1	165,501	165,165	20,076	12.2
South Central Division ...	271,098	262,727	40,855	15.6	230,166	225,932	36,658	15.8
North Central Division ...	2,912,198	2,819,948	249,701	8.9	2,330,878	2,263,277	229,252	10.1
Western Division	397,019	388,691	35,800	9.2	249,888	245,490	31,577	12.9
North Atlantic Division:								
Maine	58,659	54,853	12,983	23.7	48,712	47,992	11,066	23.1
New Hampshire	46,234	42,783	11,498	26.9	29,580	29,019	7,934	27.3
Vermont	40,937	38,884	10,327	26.6	47,121	46,212	13,504	29.9
Massachusetts	441,938	426,607	83,725	19.6	352,313	346,158	89,528	25.9
Rhode Island	73,831	70,562	19,283	27.3	55,292	54,288	17,477	32.2
Connecticut	129,709	120,047	23,035	18.3	113,534	111,364	23,938	21.5
New York	1,208,705	1,184,756	148,659	12.5	1,137,050	1,115,558	168,554	15.1
New Jersey	221,320	216,444	23,956	11.1	188,818	185,149	24,961	13.5
Pennsylvania	587,063	574,103	86,775	15.1	544,859	534,389	95,553	17.9
South Atlantic Division:								
Delaware	9,440	9,293	1,716	18.5	9,120	9,045	2,469	27.3
Maryland	82,528	81,389	8,289	10.2	83,259	82,576	8,591	10.4
District of Columbia ...	16,980	16,847	2,038	12.1	16,171	16,088	2,218	13.8
Virginia	14,610	14,270	777	5.4	13,701	13,613	1,269	9.3
West Virginia	18,228	17,899	2,411	13.5	17,082	16,920	3,101	18.3
North Carolina	3,692	3,562	119	3.3	2,980	2,999	117	3.9
South Carolina	7,454	7,350	362	4.9	7,773	7,992	653	8.2
Georgia	10,333	10,208	572	5.6	10,753	11,015	1,090	9.9
Florida	7,703	7,388	739	10.0	4,692	4,917	568	11.6
South Central Division:								
Kentucky	59,454	58,964	5,701	9.7	63,346	61,495	7,231	11.8
Tennessee	16,595	16,333	1,233	7.5	19,189	18,737	1,742	9.3
Alabama	9,521	9,395	727	7.7	9,666	9,663	870	9.0
Mississippi	8,995	8,511	538	6.0	10,981	10,840	811	7.5
Louisiana	52,777	52,317	5,690	10.9	60,615	59,903	7,343	12.3
Texas	113,581	106,962	26,414	24.7	61,484	60,514	18,369	30.4
Arkansas	10,175	9,845	552	5.6	4,885	4,780	292	6.1
Oklahoma								
Indian Territory								
North Central Division:								
Ohio	394,338	386,670	32,308	8.4	372,164	361,317	39,070	10.8
Indiana	144,034	141,796	12,612	8.9	141,427	137,230	13,539	10.2
Illinois	582,979	568,264	43,907	7.7	514,982	499,741	42,989	8.6
Michigan	386,433	364,981	38,951	10.7	266,652	259,968	30,580	11.8
Wisconsin	405,318	394,688	42,739	10.8	334,448	333,564	41,328	11.7
Minnesota	267,511	256,436	27,835	10.9	160,678	155,876	18,855	12.1
Iowa	261,554	255,340	20,677	8.1	204,664	198,548	20,692	10.4
Missouri	211,359	208,500	14,561	7.0	222,174	215,596	15,584	7.2
North Dakota	51,377	47,119	3,224	6.8	4,612	4,671	805	17.0
South Dakota								
Nebraska	97,351	91,413	5,824	6.4	30,741	29,826	1,309	4.4
Kansas	109,944	104,741	7,063	6.7	48,336	46,940	4,101	8.7
Western Division:								
Montana	9,487	9,358	359	3.8	6,018	5,909	395	6.7
Wyoming	4,928	4,782	197	4.1	3,367	3,303	302	9.1
Colorado	39,148	38,324	1,533	4.0	6,586	6,460	255	3.9
New Mexico	7,948	7,548	3,268	43.3	5,007	5,508	2,909	52.8
Arizona	14,351	13,434	3,599	26.8	5,778	5,073	2,486	43.8
Utah	43,465	41,932	4,954	11.8	30,252	29,652	3,514	12.9
Nevada	20,206	19,335	1,675	8.4	15,627	15,336	576	3.8
Idaho	6,599	6,470	341	5.3	3,600	3,539	378	10.7
Washington	12,303	11,991	534	4.5	4,610	4,694	503	10.7
Oregon	20,332	20,454	910	4.4	8,218	8,105	616	7.6
California	217,632	214,463	18,430	8.6	160,225	157,311	19,343	12.3

TABLE 9.—Number and per cent of illiterates in the colored population 10 years of age and over: 1890 and 1900.

State or Territory.	1900.				1890.			
	Total colored population.	Colored population 10 years of age and over.	Illiterates.		Total colored population.	Colored population 10 years of age and over.	Illiterates.	
			Number.	Per cent.			Number.	Per cent.
United States	9,185,379	6,698,906	2,979,323	44.5	7,638,360	5,482,485	3,112,125	56.8
North Atlantic Division....	408,807	341,969	50,060	14.6	279,564	229,858	49,898	21.7
South Atlantic Division....	3,737,422	2,662,328	1,258,379	47.1	3,265,771	2,306,652	1,385,936	60.1
South Central Division....	4,264,135	3,057,507	1,485,273	48.6	3,485,317	2,452,358	1,501,840	61.2
North Central Division....	557,134	450,272	110,674	24.6	450,352	348,773	114,425	32.8
Western Division	217,881	186,830	79,937	42.8	157,356	144,814	60,029	41.5
North Atlantic Division:								
Maine.....	2,240	1,823	471	25.8	1,823	1,505	479	31.8
New Hampshire.....	797	715	109	15.2	690	584	136	23.3
Vermont.....	870	721	108	15.0	1,004	788	168	21.3
Massachusetts.....	35,582	30,021	3,722	12.4	23,570	19,595	3,026	15.4
Rhode Island.....	9,506	7,970	1,133	14.2	7,647	6,330	1,170	18.5
Connecticut.....	15,996	13,270	1,572	11.8	12,820	10,484	1,658	15.8
New York.....	112,013	95,978	12,327	12.8	78,901	62,110	11,413	18.4
New Jersey.....	71,352	59,033	10,320	17.5	48,352	39,337	11,158	28.4
Pennsylvania.....	160,451	132,438	20,298	15.3	109,757	83,125	20,690	23.2
South Atlantic Division:								
Delaware.....	30,758	23,587	8,963	38.1	28,427	21,608	10,692	49.5
Maryland.....	235,620	179,909	63,253	35.2	215,897	161,106	80,723	50.1
District of Columbia....	87,186	72,414	17,548	24.2	75,697	61,041	21,389	35.0
Virginia.....	661,329	479,464	213,960	44.6	635,858	455,682	260,678	57.2
West Virginia.....	43,567	34,371	11,094	32.3	32,717	24,787	10,992	44.4
North Carolina.....	630,207	441,756	210,344	47.6	562,565	392,589	235,981	60.1
South Carolina.....	782,505	537,542	283,940	52.8	689,141	470,282	301,262	64.1
Georgia.....	1,035,037	724,305	379,156	52.3	858,996	600,623	404,015	67.3
Florida.....	231,209	168,980	65,101	38.5	166,478	119,034	60,204	50.6
South Central Division:								
Kentucky.....	284,865	219,843	88,186	40.1	268,178	197,689	110,530	55.9
Tennessee.....	430,430	354,980	147,844	41.6	430,881	309,800	167,971	54.2
Alabama.....	827,545	589,820	338,707	57.4	679,299	479,430	331,200	69.1
Mississippi.....	910,070	640,424	314,617	49.1	744,749	516,929	314,858	60.9
Louisiana.....	652,013	465,611	284,594	61.1	560,192	392,642	283,245	72.1
Texas.....	622,041	438,833	167,531	38.2	489,588	336,154	176,484	52.5
Arkansas.....	366,984	263,923	113,495	43.0	309,427	217,454	116,655	53.6
Oklahoma.....	30,807	22,651	8,227	36.3	3,008	2,290	897	39.2
Indian Territory.....	89,380	61,372	22,072	36.0				
North Central Division:								
Ohio.....	97,341	79,663	14,231	17.9	87,511	69,180	17,599	25.4
Indiana.....	57,960	47,355	10,680	22.6	45,668	35,694	11,495	32.2
Illinois.....	86,677	72,743	13,253	18.2	57,879	46,000	12,415	27.0
Michigan.....	22,419	18,182	3,806	20.9	21,005	16,561	4,888	29.2
Wisconsin.....	11,131	8,576	3,394	39.6	6,407	4,796	1,761	36.7
Minnesota.....	14,358	10,832	4,466	41.2	5,667	4,688	1,091	23.3
Iowa.....	13,186	10,982	2,219	20.2	10,810	8,459	2,233	26.4
Missouri.....	161,822	130,161	36,495	28.0	150,726	114,160	47,562	41.7
North Dakota.....	7,434	5,450	3,224	59.2	596	7,454	215	47.4
South Dakota.....	20,856	15,294	7,793	51.0	1,518	1,229	410	33.4
Nebraska.....	9,774	8,020	1,869	17.1	12,022	9,515	2,446	25.7
Kansas.....	54,176	43,009	9,744	22.7	50,543	38,087	12,360	32.5
Western Division:								
Montana.....	17,046	13,815	6,659	48.2	4,888	4,547	1,652	36.3
Wyoming.....	3,480	2,872	1,181	41.1	1,430	1,319	222	16.8
Colorado.....	10,654	9,123	1,823	20.0	7,730	6,837	1,706	25.0
New Mexico.....	15,103	11,324	8,049	71.1	10,874	8,433	6,805	80.6
Arizona.....	30,028	22,646	16,659	73.6	4,040	3,594	1,829	50.9
Utah.....	4,284	3,385	1,866	52.1	2,006	1,790	825	46.1
Nevada.....	6,930	5,794	3,871	66.8	6,677	5,936	3,541	59.7
Idaho.....	7,277	6,191	3,338	53.9	2,367	2,275	1,106	48.6
Washington.....	21,799	18,948	6,820	36.0	8,877	7,892	3,517	44.6
Oregon.....	18,954	17,434	6,299	36.1	12,009	11,449	3,157	27.6
California.....	82,326	75,098	23,372	31.1	96,458	90,737	35,669	39.3

TABLE 10.—Number and per cent of illiterates in the colored population 10 years of age and over: 1870 and 1880.

State or Territory.	1880.				1870.			
	Total colored population.	Colored population 10 years of age and over.	Illiterates.		Total colored population.	Colored population 10 years of age and over.	Illiterates.	
			Number.	Per cent.			Number.	Per cent.
United States	6,752,813	4,601,207	3,220,878	70.0	4,968,994	3,511,075	2,806,233	79.9
North Atlantic Division	233,563	183,986	44,552	24.2	181,461	144,980	40,200	27.7
South Atlantic Division	2,943,085	1,973,725	1,482,745	75.1	2,218,372	1,552,065	1,319,780	85.0
South Central Division	3,018,656	2,007,453	1,525,245	76.0	2,206,439	1,583,447	1,318,765	86.0
North Central Division	402,688	294,276	121,216	41.2	282,608	204,383	115,284	56.4
Western Division	155,421	141,767	47,120	33.2	80,114	76,200	12,204	16.0
North Atlantic Division:								
Maine	2,084	1,658	412	24.8	2,106	1,719	178	10.3
New Hampshire	762	594	94	15.8	603	522	95	18.2
Vermont	1,068	807	156	19.3	948	758	122	16.1
Massachusetts	19,503	15,416	2,322	15.1	14,195	11,676	2,164	18.5
Rhode Island	6,592	5,303	1,249	23.6	5,134	4,272	892	20.9
Connecticut	11,931	9,523	1,661	17.4	9,905	8,092	1,763	21.0
New York	66,849	58,825	11,425	21.2	52,549	42,761	10,847	25.4
New Jersey	39,099	30,206	9,200	30.5	30,689	23,715	8,301	35.4
Pennsylvania	85,875	66,654	18,033	27.1	65,342	51,465	15,888	30.9
South Atlantic Division:								
Delaware	26,448	19,245	11,068	57.5	22,794	16,570	11,820	71.3
Maryland	219,250	151,278	90,172	59.6	175,397	127,708	88,707	69.5
District of Columbia	59,618	45,035	21,790	48.4	43,422	33,833	23,843	70.5
Virginia	631,707	428,450	315,660	73.7	513,074	302,624	322,355	88.9
West Virginia	25,920	18,446	10,139	55.0	17,981	12,905	9,997	77.4
North Carolina	532,508	351,145	271,943	77.4	392,891	272,497	231,293	84.8
South Carolina	604,472	394,750	310,071	78.5	415,939	289,969	235,212	81.1
Georgia	725,274	479,863	391,482	81.6	545,183	378,211	343,654	92.1
Florida	126,888	85,513	60,420	70.7	91,691	62,748	52,899	84.1
South Central Division:								
Kentucky	271,511	190,223	133,895	70.4	222,319	156,483	131,099	83.8
Tennessee	403,528	271,886	194,495	71.7	322,401	225,482	185,970	82.4
Alabama	600,320	399,058	321,680	80.6	475,008	328,895	290,958	88.1
Mississippi	652,199	425,397	319,753	75.2	445,026	305,074	265,282	87.0
Louisiana	484,992	328,153	259,429	79.1	364,500	262,359	225,409	85.9
Texas	394,512	255,265	192,520	75.4	253,879	169,965	150,868	88.7
Arkansas	210,994	137,971	103,473	75.0	122,356	85,249	69,244	81.2
Oklahoma								
Indian Territory								
North Central Division:								
Ohio	80,142	59,839	16,356	27.3	63,314	46,880	20,789	44.3
Indiana	39,593	29,140	10,863	35.6	24,800	18,144	8,363	46.1
Illinois	46,720	34,837	12,971	37.2	28,795	21,431	9,960	46.5
Michigan	22,377	16,780	4,791	28.6	16,777	12,240	4,478	36.6
Wisconsin	5,879	4,279	1,325	31.0	3,319	2,523	596	23.6
Minnesota	3,889	2,794	1,040	37.2	1,449	1,150	472	41.0
Iowa	10,015	7,573	2,272	30.0	5,813	4,261	1,526	35.8
Missouri	145,554	104,393	56,244	53.9	118,149	83,393	60,648	72.7
North Dakota	2,030	1,501	664	44.2	1,294	874	649	74.3
South Dakota								
Nebraska	2,638	1,959	602	30.7	876	703	231	32.9
Kansas	43,941	31,176	14,588	46.8	18,022	12,784	7,572	59.1
Western Division:								
Montana	3,774	3,003	1,076	35.8	2,289	2,245	275	12.2
Wyoming	1,352	1,239	182	14.7	892	850	121	14.6
Colorado	3,201	2,764	568	20.5	643	520	259	48.9
New Mexico	10,844	8,199	7,559	92.2	1,481	1,240	1,080	87.1
Arizona	5,280	4,288	1,018	23.8	77	67	24	35.8
Utah	1,540	1,318	689	52.3	742	687	266	38.7
Nevada	8,710	8,071	2,154	26.7	3,582	3,480	219	6.3
Idaho	3,597	3,524	994	28.2	4,381	4,350	2,902	66.7
Washington	7,917	6,451	2,460	38.1	1,760	1,461	481	33.1
Oregon	11,693	11,083	3,080	27.8	3,994	3,899	1,016	26.5
California	97,513	91,827	27,340	29.8	60,823	57,951	5,558	9.6

TABLE 11.—Number and per cent of illiterates in the male population 10 years of age and over: 1890 and 1900.

State or Territory.	1900.				1890.			
	Total male population.	Male population 10 years of age and over.	Illiterates.		Total male population.	Male population 10 years of age and over.	Illiterates.	
			Number.	Per cent.			Number.	Per cent.
United States	38,816,448	29,703,440	3,011,224	10.1	32,067,880	24,352,659	3,008,222	12.4
North Atlantic Division	10,524,877	8,336,593	475,277	5.7	8,677,798	6,904,566	407,186	5.9
South Atlantic Division	5,222,595	3,798,278	879,065	23.1	4,418,769	3,178,769	926,096	29.1
South Central Division	7,181,922	5,176,755	1,132,633	21.9	5,598,877	3,977,614	1,098,755	27.6
North Central Division	13,589,322	10,527,915	412,603	3.9	11,594,910	8,828,083	457,793	5.2
Western Division	2,297,732	1,863,899	111,646	6.0	1,782,526	1,463,627	118,392	8.1
North Atlantic Division:								
Maine	350,995	286,114	16,936	5.9	332,590	271,787	15,932	5.9
New Hampshire	205,379	168,483	12,043	7.1	186,566	155,928	11,643	7.5
Vermont	175,138	142,528	9,507	6.7	169,327	137,999	10,230	7.4
Massachusetts	1,367,474	1,097,581	59,414	5.4	1,087,709	887,063	47,348	5.3
Rhode Island	210,516	168,704	13,582	8.1	168,025	135,955	12,240	9.0
Connecticut	454,294	365,130	20,929	5.7	369,538	300,675	15,233	5.1
New York	3,614,780	2,877,822	143,214	5.0	2,976,893	2,385,622	124,443	5.2
New Jersey	941,760	739,224	42,625	5.8	720,819	568,585	35,413	6.2
Pennsylvania	3,204,541	2,491,007	157,027	6.3	2,666,331	2,061,052	134,704	6.5
South Atlantic Division:								
Delaware	94,158	74,395	8,882	11.9	85,573	67,309	9,274	13.8
Maryland	589,275	455,285	49,110	10.8	515,691	392,485	59,526	15.2
District of Columbia	132,004	108,613	7,807	7.2	109,584	88,703	9,821	11.1
Virginia	925,897	679,440	157,890	23.2	824,278	598,677	177,043	29.6
West Virginia	499,242	367,973	41,429	11.3	390,285	281,576	37,579	13.3
North Carolina	988,677	661,731	181,228	27.4	999,149	559,764	184,506	33.0
South Carolina	664,895	465,002	159,419	34.3	572,337	395,466	167,120	42.3
Georgia	1,103,201	782,629	231,880	29.6	919,925	647,922	244,944	37.8
Florida	275,246	203,190	41,420	20.4	201,947	146,867	36,283	24.7
South Central Division:								
Kentucky	1,090,227	807,156	131,989	16.3	942,758	689,572	141,999	20.6
Tennessee	1,021,224	746,793	150,047	20.1	891,585	640,677	155,869	24.3
Alabama	916,764	651,523	212,579	32.6	757,456	581,941	206,362	38.8
Mississippi	781,451	552,676	170,827	30.9	649,687	451,788	170,761	37.8
Louisiana	694,733	496,879	183,318	36.9	559,350	394,815	172,847	43.8
Texas	1,578,900	1,129,899	156,801	13.9	1,172,553	830,783	151,852	18.3
Arkansas	675,312	484,601	91,483	18.9	585,755	412,227	97,779	23.7
Oklahoma	214,359	157,910	7,930	5.0	34,733	25,811	1,286	5.0
Indian Territory	208,952	149,318	27,709	18.6	.....	.....	.....	.....
North Central Division:								
Ohio	2,102,655	1,663,595	63,404	3.8	1,855,736	1,442,430	69,924	4.8
Indiana	1,285,404	1,006,755	43,703	4.3	1,118,347	855,368	49,505	5.8
Illinois	2,472,782	1,922,803	74,752	3.9	1,972,308	1,507,159	70,548	4.7
Michigan	1,248,905	983,089	43,224	4.4	1,091,780	851,163	51,522	6.1
Wisconsin	1,067,562	811,123	34,284	4.2	874,951	657,968	39,917	6.0
Minnesota	932,490	706,401	23,049	3.3	695,321	523,342	25,993	5.0
Iowa	1,156,489	893,912	18,675	2.1	994,453	755,134	24,125	3.2
Missouri	1,595,710	1,223,168	75,272	6.2	1,385,238	1,037,994	86,530	8.3
North Dakota	177,493	131,893	6,194	4.7	101,590	74,442	3,650	4.9
South Dakota	216,164	161,746	6,160	3.8	180,250	133,252	4,816	3.6
Nebraska	564,592	429,465	8,094	1.9	572,824	426,815	11,753	2.8
Kansas	768,716	593,965	15,732	2.6	732,112	563,016	19,910	3.5
Western Division:								
Montana	149,812	123,724	6,885	5.6	87,882	75,596	4,330	5.7
Wyoming	58,184	47,731	1,866	3.9	39,343	32,675	1,070	3.3
Colorado	295,332	237,665	8,774	3.7	245,247	202,719	9,808	4.8
New Mexico	104,228	76,819	19,765	25.7	83,055	61,885	20,669	33.9
Arizona	71,795	57,027	14,404	25.3	36,571	29,736	6,027	20.3
Utah	141,687	100,999	2,811	2.8	110,463	79,747	3,778	4.7
Nevada	25,603	21,822	2,618	12.1	29,214	25,370	3,127	12.3
Idaho	93,367	72,000	3,260	4.5	51,290	40,276	2,356	5.8
Washington	304,178	248,282	7,360	3.0	217,562	179,955	7,639	4.2
Oregon	232,985	190,037	7,429	3.9	181,840	146,406	6,634	4.5
California	820,531	687,793	36,444	5.3	700,059	589,252	52,674	8.9

TABLE 12.—Number and per cent of illiterates in the female population 10 years of age and over: 1890 and 1900.

State or Territory.	1900.				1890.			
	Total female population.	Female population 10 years of age and over.	Illiterates.		Total female population.	Female population 10 years of age and over.	Illiterates.	
			Num-ber.	Per cent.			Num-ber.	Per cent.
United States	37,178,127	28,246,384	3,168,845	11.2	30,554,370	23,060,900	3,316,480	14.4
North Atlantic Division	10,521,818	8,355,568	501,259	6.0	8,723,747	6,983,811	452,803	6.5
North Atlantic Division	5,220,885	3,817,881	942,281	24.7	4,439,151	3,237,152	1,055,792	32.6
South Atlantic Division	6,898,125	4,947,460	1,185,946	24.0	5,379,016	3,821,873	1,220,116	31.9
North Central Division	12,743,682	9,758,951	443,719	4.6	10,767,369	8,081,530	506,475	6.3
Western Division	1,793,617	1,371,524	93,640	6.8	1,245,087	936,534	81,294	8.7
North Atlantic Division:								
Maine	343,471	279,326	12,124	4.3	328,496	269,875	13,655	5.1
New Hampshire	206,209	169,410	9,032	5.3	189,964	159,569	9,833	6.2
Vermont	168,503	136,415	6,740	4.9	163,095	133,274	7,923	5.9
Massachusetts	1,437,872	1,169,467	74,629	6.4	1,151,234	952,544	67,120	7.0
Rhode Island	218,040	176,120	15,422	8.8	177,481	146,004	15,285	10.5
Connecticut	454,126	365,324	22,044	6.0	376,720	309,155	16,961	5.5
New York	3,654,114	2,928,860	174,886	6.0	3,020,960	2,436,770	142,468	5.8
New Jersey	941,809	741,274	44,033	5.9	724,114	574,538	38,908	6.8
Pennsylvania	3,097,574	2,394,372	142,349	5.9	2,591,683	2,002,082	140,649	7.0
South Atlantic Division:								
Delaware	90,577	71,105	8,649	12.2	82,920	64,658	9,604	14.9
Maryland	598,769	465,430	52,837	11.4	526,699	406,120	65,560	16.2
District of Columbia	146,714	123,224	12,221	9.9	120,808	99,864	15,063	15.1
Virginia	928,287	685,061	154,230	22.5	831,702	613,257	188,693	30.8
West Virginia	459,558	333,673	38,676	11.6	372,509	267,562	41,601	15.5
North Carolina	955,133	685,003	205,023	29.9	818,798	587,682	225,197	38.3
South Carolina	675,421	477,380	179,240	37.5	578,812	406,940	193,585	47.6
Georgia	1,113,130	794,705	248,540	31.3	917,428	654,286	273,762	41.8
Florida	253,296	182,300	42,865	23.5	189,475	136,383	42,437	31.1
South Central Division:								
Kentucky	1,056,947	782,529	131,015	16.7	915,877	670,459	152,382	22.7
Tennessee	999,392	734,155	156,883	21.4	875,933	635,954	184,271	29.0
Alabama	911,933	653,180	231,011	35.4	755,561	537,604	232,173	43.2
Mississippi	769,819	546,215	180,634	33.1	639,913	450,240	189,852	42.2
Louisiana	686,892	493,485	197,827	40.1	559,237	399,868	191,337	47.9
Texas	1,469,810	1,034,014	157,217	15.2	1,062,970	738,972	157,021	21.4
Arkansas	636,252	449,731	99,172	22.1	542,424	374,886	111,966	29.9
Oklahoma	183,972	129,145	7,844	6.1	27,101	18,890	1,114	5.9
Indian Territory	183,108	125,006	24,343	19.5				
North Central Division:								
Ohio	2,054,890	1,626,326	68,137	4.2	1,816,580	1,416,229	79,919	5.6
Indiana	1,231,058	961,460	46,776	4.9	1,074,057	818,660	56,324	6.9
Illinois	2,348,768	1,804,942	83,206	4.6	1,854,043	1,400,512	82,086	5.9
Michigan	1,172,077	913,176	37,258	4.1	1,002,109	767,872	44,392	5.8
Wisconsin	1,001,480	750,033	39,495	5.3	811,929	600,422	45,228	7.5
Minnesota	818,904	599,256	29,897	5.0	606,505	439,008	32,064	7.3
Iowa	1,075,004	817,877	21,497	2.6	917,443	686,174	27,936	4.1
Missouri	1,510,955	1,148,697	77,572	6.8	1,293,946	957,644	94,838	9.9
North Dakota	141,653	97,268	6,525	6.7	81,129	55,010	4,093	7.4
South Dakota	185,406	132,558	8,672	6.5	148,558	102,956	5,158	5.0
Nebraska	501,708	370,290	9,303	2.7	486,086	344,844	12,268	3.6
Kansas	701,779	532,068	16,781	3.2	674,984	492,199	22,169	4.5
Western Division:								
Montana	93,487	67,872	4,790	7.1	44,277	32,215	1,554	4.8
Wyoming	34,347	24,331	1,012	4.2	21,362	15,080	7,560	3.7
Colorado	244,368	187,759	9,005	4.8	166,951	125,177	7,372	5.9
New Mexico	51,082	64,463	27,206	42.2	70,538	50,656	29,101	57.4
Arizona	51,136	37,120	12,903	34.8	23,049	16,340	4,758	29.1
Utah	135,062	95,770	3,330	3.5	97,442	67,480	4,454	6.6
Nevada	16,732	13,137	1,997	15.2	16,547	12,855	1,770	13.8
Idaho	68,405	47,837	2,245	4.7	33,095	22,445	889	4.0
Washington	213,925	160,155	5,380	3.4	131,828	95,674	4,139	4.3
Oregon	180,551	138,762	3,257	2.3	131,927	97,968	3,469	3.5
California	664,522	534,318	22,515	4.2	598,071	400,644	23,228	5.8

TABLE 13.—The three elements of population in 1900.

State or Territory.	Total population.	Native white.	Per cent.	Foreign-born white.	Per cent.	Colored.	Per cent.
United States.....	75,994,575	56,595,379	74.5	10,213,817	13.4	9,185,379	12.1
North Atlantic Division.....	21,046,695	15,898,909	75.6	4,738,988	22.5	408,807	1.9
South Atlantic Division.....	10,413,480	6,497,175	62.2	208,883	2.0	3,737,422	35.8
South Central Division.....	14,080,047	9,462,220	67.2	353,692	2.5	4,264,135	30.3
North Central Division.....	26,333,004	21,624,468	82.1	4,151,402	15.8	557,134	2.1
Western Division.....	4,091,349	3,112,616	76.1	700,852	18.6	217,881	5.3
North Atlantic Division:							
Maine.....	694,466	599,291	86.3	92,935	13.4	2,240	0.3
New Hampshire.....	411,588	322,830	78.4	87,961	21.4	797	0.2
Vermont.....	343,641	298,077	86.7	44,694	13.0	870	0.3
Massachusetts.....	2,805,346	1,929,650	68.8	840,114	29.9	35,582	1.3
Rhode Island.....	428,556	285,278	66.6	133,772	31.2	9,506	2.2
Connecticut.....	998,420	655,028	72.1	237,396	26.1	15,996	1.8
New York.....	7,263,894	5,267,358	72.5	1,889,523	26.0	112,013	1.5
New Jersey.....	1,883,669	1,382,267	73.4	430,050	22.8	71,352	3.8
Pennsylvania.....	6,302,115	5,159,121	81.9	982,543	15.6	160,451	2.5
South Atlantic Division:							
Delaware.....	184,735	140,248	75.9	13,729	7.4	30,758	16.7
Maryland.....	1,188,044	859,280	72.3	93,144	7.9	235,620	19.8
District of Columbia.....	278,718	172,012	61.7	19,520	7.0	87,186	31.3
Virginia.....	1,854,184	1,173,787	63.3	19,068	1.0	661,329	35.7
West Virginia.....	968,800	892,854	93.1	22,379	2.3	43,569	4.6
North Carolina.....	1,893,810	1,259,209	66.5	4,394	0.2	630,207	33.3
South Carolina.....	1,340,316	552,436	41.2	5,371	0.4	782,509	58.4
Georgia.....	2,216,331	1,169,273	52.8	12,021	0.5	1,035,037	46.7
Florida.....	528,542	278,076	52.6	19,257	3.6	231,209	43.8
South Central Division:							
Kentucky.....	2,147,174	1,812,176	84.4	50,133	2.3	284,865	13.3
Tennessee.....	2,020,616	1,522,600	75.3	17,586	0.9	480,430	23.8
Alabama.....	1,828,697	986,814	54.0	14,338	0.8	827,545	45.2
Mississippi.....	1,551,270	633,575	40.8	7,625	0.5	910,070	58.7
Louisiana.....	1,381,625	677,759	49.1	51,853	3.7	652,013	47.2
Texas.....	3,048,710	2,249,088	73.8	177,581	5.8	622,041	20.4
Arkansas.....	1,311,564	930,394	70.9	14,186	1.1	366,984	28.0
Oklahoma.....	398,331	351,920	88.4	15,604	3.9	30,807	7.7
Indian Territory.....	392,060	297,894	76.0	4,786	1.2	89,380	22.8
North Central Division:							
Ohio.....	4,157,545	3,602,304	86.7	457,900	11.0	97,341	2.3
Indiana.....	2,516,462	2,316,641	92.1	141,861	5.6	57,960	2.3
Illinois.....	4,821,550	3,770,238	78.2	964,635	20.0	86,677	1.8
Michigan.....	2,420,982	1,858,367	76.8	540,196	22.3	22,419	0.9
Wisconsin.....	2,069,042	1,542,206	74.5	515,705	24.9	11,131	0.6
Minnesota.....	1,751,394	1,232,101	70.4	504,935	28.8	14,858	0.8
Iowa.....	2,231,858	1,912,885	85.7	305,782	13.7	13,186	0.6
Missouri.....	3,106,665	2,729,068	87.9	215,775	6.9	161,822	5.2
North Dakota.....	319,146	199,122	62.4	112,590	35.3	7,434	2.3
South Dakota.....	401,570	292,385	72.8	88,329	22.0	20,856	5.2
Nebraska.....	1,066,300	879,409	82.5	177,117	16.6	9,774	0.9
Kansas.....	1,470,495	1,289,742	87.7	126,577	8.6	54,176	3.7
Western Division:							
Montana.....	243,329	163,910	67.4	62,373	25.6	17,046	7.0
Wyoming.....	92,531	72,469	78.3	16,582	17.9	3,480	3.8
Colorado.....	539,700	438,571	81.2	90,475	16.8	10,654	2.0
New Mexico.....	195,310	166,946	85.5	13,261	6.8	15,103	7.7
Arizona.....	122,931	70,508	57.4	22,395	18.2	30,228	24.4
Utah.....	276,749	219,661	79.4	52,804	19.1	4,284	1.5
Nevada.....	42,335	26,824	63.3	8,581	20.3	6,930	16.4
Idaho.....	161,772	132,605	82.0	21,890	13.5	7,277	4.5
Washington.....	518,103	394,179	76.1	102,125	19.7	21,799	4.2
Oregon.....	413,536	340,721	82.4	53,861	13.0	18,954	4.6
California.....	1,485,053	1,086,222	73.2	316,505	21.3	82,326	5.5

TABLE 14.—Total illiterate population 10 years of age and over, classified by sex and degree of illiteracy: 1900.

State or Territory.	Aggregate.			Number who can read but can not write.			Number who can neither read nor write.		
	Total.	Males.	Fe-males.	Total.	Males.	Fe-males.	Total.	Males.	Fe-males.
United States.....	6,180,069	3,011,224	3,168,845	955,843	421,476	534,367	5,224,226	2,589,748	2,634,478
North Atlantic Division.	976,536	475,277	501,259	139,618	54,268	85,350	836,918	421,009	415,909
South Atlantic Division..	1,821,346	879,065	942,281	257,046	117,619	139,427	1,564,300	761,446	802,854
South Central Division...	2,318,579	1,132,633	1,185,946	325,064	154,363	170,701	1,993,515	978,270	1,015,245
North Central Division...	858,322	412,603	445,719	214,731	86,278	128,453	643,591	326,325	317,266
Western Division.....	203,286	111,646	93,640	19,384	8,948	10,436	185,902	102,698	83,204
N. Atlantic Division:									
Maine.....	29,060	16,936	12,124	4,271	2,218	2,053	24,789	14,718	10,071
New Hampshire.....	21,075	12,043	9,032	3,024	1,554	1,470	18,051	10,489	7,562
Vermont.....	16,247	9,507	6,740	2,118	1,048	1,070	14,129	8,459	5,670
Massachusetts.....	134,043	59,414	74,629	17,977	6,131	11,846	116,066	58,283	62,783
Rhode Island.....	29,004	13,582	15,422	4,933	1,820	3,113	24,071	11,762	12,309
Connecticut.....	42,973	20,929	22,044	6,459	2,529	3,930	36,514	18,400	18,114
New York.....	318,100	143,214	174,886	37,777	15,131	22,646	280,323	128,083	152,240
New Jersey.....	86,658	42,625	44,033	11,217	4,343	6,874	75,441	38,282	37,159
Pennsylvania.....	299,376	157,027	142,349	51,842	19,494	32,348	247,534	137,533	110,001
S. Atlantic Division:									
Delaware.....	17,531	8,882	8,649	1,939	843	1,096	15,592	8,039	7,553
Maryland.....	101,947	49,110	52,837	11,711	4,836	6,875	90,236	44,274	45,962
Dist. Columbia.....	20,028	7,807	12,221	2,119	773	1,346	17,909	7,034	10,875
Virginia.....	312,120	157,890	154,230	37,515	17,969	19,546	274,605	139,921	134,684
West Virginia.....	80,105	41,429	38,676	21,561	9,540	12,021	58,544	31,889	26,655
North Carolina.....	386,251	181,228	205,023	70,006	28,899	41,107	316,245	152,329	163,916
South Carolina.....	338,659	159,419	179,240	39,216	18,824	20,392	299,443	140,595	158,848
Georgia.....	480,420	231,880	248,540	61,659	30,213	31,446	418,761	201,667	217,094
Florida.....	84,285	41,420	42,865	11,320	5,722	5,598	72,965	35,698	37,267
S. Central Division:									
Kentucky.....	262,954	131,939	131,015	47,904	21,798	26,106	215,050	110,141	104,909
Tennessee.....	306,930	150,047	156,883	60,892	27,089	33,803	246,038	122,958	123,080
Alabama.....	443,590	212,579	231,011	57,340	27,411	29,929	386,250	185,168	201,082
Mississippi.....	351,461	170,827	180,634	44,458	22,413	22,045	307,003	148,414	158,589
Louisiana.....	381,145	183,318	197,827	22,786	11,437	11,349	358,359	171,881	186,478
Texas.....	314,018	156,801	157,217	40,470	19,670	20,800	273,548	137,131	136,417
Arkansas.....	190,655	91,483	99,172	38,018	17,520	20,498	152,637	73,963	78,674
Oklahoma.....	15,774	7,930	7,844	2,921	1,490	1,431	12,853	6,440	6,413
Indian Territory.....	52,052	27,709	24,343	10,275	5,535	4,740	41,777	22,174	19,603
N. Central Division:									
Ohio.....	131,541	63,404	68,137	32,693	12,883	19,810	98,848	50,521	48,327
Indiana.....	90,539	43,763	46,776	24,415	9,350	15,065	66,124	34,413	31,711
Illinois.....	157,958	74,752	83,206	35,744	14,380	21,364	122,214	60,372	61,842
Michigan.....	80,482	43,224	37,258	17,523	7,980	9,543	62,959	35,244	27,715
Wisconsin.....	73,779	34,284	39,495	18,699	7,111	11,588	55,080	27,173	27,907
Minnesota.....	52,946	23,049	29,897	18,599	6,375	12,224	34,347	16,674	17,673
Iowa.....	40,172	18,675	21,497	13,298	4,981	8,317	26,874	13,694	13,180
Missouri.....	152,844	75,272	77,572	35,460	16,103	19,357	117,884	59,169	58,215
North Dakota.....	12,719	6,194	6,525	2,547	1,051	1,496	10,172	5,143	5,029
South Dakota.....	14,832	6,160	8,672	2,547	875	1,672	12,285	5,285	7,000
Nebraska.....	17,997	8,094	9,903	4,789	1,784	3,005	13,208	6,310	6,898
Kansas.....	32,513	15,732	16,781	8,417	3,405	5,012	24,096	12,327	11,769
Western Division:									
Montana.....	11,675	6,885	4,790	791	455	336	10,884	6,430	4,454
Wyoming.....	2,878	1,866	1,012	269	136	116	2,609	1,713	896
Colorado.....	17,779	8,774	9,005	2,080	952	1,128	15,699	7,822	7,877
New Mexico.....	46,971	19,765	27,206	5,852	2,386	3,466	41,119	17,379	23,740
Arizona.....	27,307	14,404	12,903	607	287	320	26,700	14,117	12,583
Utah.....	6,141	2,811	3,330	1,601	523	1,078	4,540	2,288	2,252
Nevada.....	4,645	2,648	1,997	115	75	40	4,530	2,573	1,957
Idaho.....	5,505	3,260	2,245	631	324	307	4,874	2,936	1,938
Washington.....	12,740	7,360	5,380	1,508	742	766	11,232	6,618	4,614
Oregon.....	10,686	7,429	3,257	1,580	854	726	9,106	6,575	2,531
California.....	58,959	36,444	22,515	4,350	2,197	2,153	54,609	34,247	20,362

TABLE 15.—*Illiterate white population 10 years of age and over, classified by sex and degree of illiteracy: 1900.*

State or Territory.	Aggregate.			Number who can read but can not write.			Number who can neither read nor write.		
	Total.	Males.	Fe-males.	Total.	Males.	Fe-males.	Total.	Males.	Fe-males.
United States.....	3,200,746	1,567,153	1,633,593	645,959	267,393	378,566	2,554,787	1,299,760	1,255,027
North Atlantic Division.	926,476	449,810	476,666	131,790	50,909	80,881	794,686	398,901	395,785
South Atlantic Division.	567,967	278,125	289,842	125,334	52,305	73,029	442,633	225,820	216,813
South Central Division..	833,306	416,955	416,351	170,776	77,025	93,751	662,530	339,930	322,600
North Central Division..	747,648	359,193	388,455	200,385	79,489	120,896	547,263	279,704	267,559
Western Division.....	125,349	63,070	62,279	17,674	7,665	10,009	107,675	55,405	52,270
N. Atlantic Division:									
Maine.....	28,589	16,699	11,890	4,220	2,194	2,026	24,339	14,505	9,864
New Hampshire.....	20,966	11,965	9,091	3,007	1,542	1,465	17,959	10,423	7,536
Vermont.....	16,139	9,438	6,701	2,102	1,038	1,064	14,037	8,400	5,637
Massachusetts.....	130,321	57,353	72,968	17,453	5,950	11,503	112,868	51,403	61,465
Rhode Island.....	27,871	13,063	14,808	4,717	1,747	2,970	23,154	11,316	11,838
Connecticut.....	41,401	20,180	21,221	6,115	2,384	3,731	35,286	17,796	17,490
New York.....	305,773	136,889	168,884	36,084	14,436	21,648	269,689	122,453	147,236
New Jersey.....	76,338	37,783	38,555	9,622	3,716	5,906	66,716	34,067	32,649
Pennsylvania.....	279,078	146,440	132,638	48,470	17,902	30,568	230,608	128,538	102,070
S. Atlantic Division:									
Delaware.....	8,548	4,499	4,049	1,159	489	670	7,389	4,010	3,379
Maryland.....	88,694	48,551	40,143	5,932	2,180	3,752	82,762	46,371	36,391
Dist. Columbia.....	2,480	1,007	1,473	386	86	250	2,144	921	1,223
Virginia.....	98,160	51,866	46,294	19,144	8,679	10,465	79,016	43,187	35,829
West Virginia.....	69,011	34,518	34,493	19,866	8,494	11,372	49,145	26,024	23,121
North Carolina.....	175,907	82,492	93,415	43,126	16,633	26,493	132,781	65,859	66,922
South Carolina.....	54,719	26,900	27,819	9,871	5,500	4,371	44,848	22,529	22,319
Georgia.....	101,264	49,078	52,186	22,414	9,805	12,609	78,850	39,273	39,577
Florida.....	19,184	9,214	9,970	3,486	1,568	1,918	15,698	7,646	8,052
S. Central Division:									
Kentucky.....	174,768	87,496	87,272	38,836	17,378	21,463	135,932	70,123	65,809
Tennessee.....	159,086	77,275	81,811	41,416	17,439	23,977	117,670	59,836	57,834
Alabama.....	104,883	50,812	54,071	24,441	10,850	13,591	80,442	39,962	40,480
Mississippi.....	36,844	19,035	17,809	8,220	3,936	4,284	28,624	15,099	13,525
Louisiana.....	96,551	48,277	48,274	4,894	2,443	2,451	91,657	45,834	45,823
Texas.....	146,487	75,606	70,881	21,336	10,136	11,200	125,151	65,470	59,681
Arkansas.....	77,160	37,429	39,731	21,832	9,572	12,260	55,328	27,857	27,471
Oklahoma.....	7,547	4,146	3,401	2,305	1,216	1,089	5,242	2,930	2,312
Indian Territory.....	29,890	16,879	13,101	7,496	4,060	3,436	22,484	12,819	9,665
N. Central Division:									
Ohio.....	117,310	56,159	61,151	30,047	11,726	18,321	87,263	44,433	42,830
Indiana.....	79,859	38,361	41,498	22,795	8,583	14,212	57,064	29,778	27,286
Illinois.....	144,705	68,277	76,428	33,592	13,317	20,275	111,113	54,960	56,153
Michigan.....	76,676	41,289	35,387	17,071	7,757	9,314	59,605	33,532	26,073
Wisconsin.....	70,385	32,574	37,811	18,588	7,046	11,542	51,797	25,528	26,269
Minnesota.....	48,480	20,992	27,488	18,480	6,320	12,160	30,000	14,672	15,328
Iowa.....	37,958	17,475	20,478	12,956	4,815	8,141	24,997	12,660	12,337
Missouri.....	116,349	57,841	58,508	30,460	13,726	16,734	85,889	44,115	41,774
North Dakota.....	9,495	4,648	4,847	2,390	968	1,422	7,105	3,680	3,425
South Dakota.....	7,039	3,030	4,009	2,411	818	1,593	4,628	2,212	2,416
Nebraska.....	16,628	7,512	9,116	4,643	1,731	2,912	11,985	5,781	6,204
Kansas.....	22,769	11,035	11,734	6,952	2,682	4,270	15,817	8,353	7,464
Western Division:									
Montana.....	5,016	3,315	1,701	701	393	308	4,315	2,922	1,393
Wyoming.....	1,697	1,168	529	242	137	105	1,455	1,031	424
Colorado.....	15,956	7,842	8,114	1,871	858	1,013	14,085	6,984	7,101
New Mexico.....	38,922	15,736	23,186	5,798	2,354	3,444	33,124	13,382	19,742
Arizona.....	10,648	5,970	4,678	552	250	302	10,096	5,720	4,376
Utah.....	4,275	1,777	2,498	1,576	504	1,072	2,699	1,273	1,426
Nevada.....	2,774	582	242	92	55	37	682	477	205
Idaho.....	1,667	1,313	854	547	248	299	1,620	1,065	555
Washington.....	5,920	3,276	2,644	1,368	643	725	4,552	2,633	1,919
Oregon.....	4,387	2,331	2,056	1,293	587	706	3,094	1,744	1,350
California.....	35,587	19,810	15,777	3,634	1,636	1,998	31,953	18,174	13,779

TABLE 16.—*Illiterate native white population, 10 years of age and over, classified by sex and degree of illiteracy: 1900.*

State or Territory.	Aggregate.			Number who can read but can not write.			Number who can neither read nor write.		
	Total.	Males.	Fe-males.	Total.	Males.	Fe-males.	Total.	Males.	Fe-males.
United States.....	1,913,611	955,517	958,094	445,263	192,559	252,704	1,468,348	762,958	705,390
North Atlantic Division...	192,052	97,318	94,734	46,415	17,995	28,420	145,637	79,323	66,314
South Atlantic Division...	541,530	265,231	276,299	121,917	50,950	70,967	419,613	214,281	205,332
South Central Division...	751,967	377,607	377,060	165,162	74,758	90,344	589,865	303,149	286,716
North Central Division...	363,672	188,067	175,605	102,468	44,684	57,724	261,204	143,383	117,881
Western Division.....	61,330	26,994	34,396	9,421	4,172	5,249	51,909	22,822	29,147
North Atlantic Division:									
Maine.....	11,394	7,137	4,257	1,800	1,031	769	9,594	6,106	3,488
New Hampshire.....	3,840	2,284	1,556	748	430	318	3,092	1,854	1,238
Vermont.....	6,934	4,234	2,700	1,082	597	485	5,852	3,637	2,215
Massachusetts.....	10,739	5,313	5,426	1,965	844	1,121	8,774	4,469	4,305
Rhode Island.....	3,714	1,798	1,916	994	417	577	2,720	1,381	1,339
Connecticut.....	3,678	2,007	1,671	811	403	408	2,867	1,604	1,263
New York.....	47,350	23,715	20,635	10,119	5,018	5,101	37,231	21,697	15,534
New Jersey.....	17,031	9,282	7,749	3,326	1,389	1,937	13,705	7,893	5,812
Pennsylvania.....	87,372	38,548	48,824	25,570	7,866	17,704	61,802	30,682	31,120
South Atlantic Division:									
Delaware.....	6,072	3,198	2,874	876	391	485	5,196	2,807	2,389
Maryland.....	26,432	13,670	12,762	4,354	1,666	2,688	22,078	12,004	10,074
District of Columbia..	1,138	609	629	164	45	119	974	464	510
Virginia.....	96,117	50,609	45,508	18,913	8,553	10,360	77,204	42,056	35,148
West Virginia.....	64,281	31,306	32,975	19,234	8,167	11,067	45,047	23,139	21,908
North Carolina.....	175,645	82,338	93,307	43,097	16,617	26,480	132,548	65,721	66,827
South Carolina.....	54,375	26,731	27,644	9,815	4,349	5,466	44,560	22,382	22,178
Georgia.....	100,431	48,681	51,750	22,268	9,731	12,537	78,163	38,950	39,213
Florida.....	17,039	8,189	8,850	3,196	1,431	1,765	13,843	6,758	7,085
South Central Division:									
Kentucky.....	169,324	85,256	84,068	37,807	17,020	20,787	131,517	68,236	63,281
Tennessee.....	157,396	76,469	80,927	41,193	17,340	23,856	116,200	59,129	57,071
Alabama.....	103,570	50,074	53,496	24,265	10,767	13,498	79,305	39,307	39,998
Mississippi.....	36,638	18,557	17,481	8,128	3,882	4,246	27,910	14,675	13,235
Louisiana.....	82,227	40,862	41,365	4,374	2,221	2,153	77,853	38,641	39,212
Texas.....	95,006	49,865	45,071	18,348	8,996	9,352	76,658	40,939	35,719
Arkansas.....	76,036	36,849	39,187	21,616	9,464	12,152	54,420	27,385	27,035
Oklahoma.....	6,279	3,581	2,698	2,602	1,090	912	4,277	2,491	1,786
Indian Territory.....	29,091	16,324	12,767	7,366	3,978	3,388	21,725	12,346	9,379
North Central Division:									
Ohio.....	67,155	33,474	33,681	20,459	8,279	12,180	46,696	25,195	21,501
Indiana.....	63,800	31,098	32,702	19,055	7,341	11,714	44,745	23,757	20,988
Illinois.....	58,037	29,601	28,436	15,697	6,705	8,992	42,340	22,896	19,444
Michigan.....	22,277	13,360	8,977	5,193	2,774	2,419	17,084	10,526	6,558
Wisconsin.....	13,989	7,878	6,111	3,046	1,536	1,510	10,943	6,342	4,601
Minnesota.....	6,338	3,548	2,790	1,615	796	819	4,723	2,752	1,971
Iowa.....	16,522	8,954	7,568	5,215	2,390	2,825	11,307	6,564	4,743
Missouri.....	96,405	49,840	46,565	26,678	12,404	14,274	69,727	37,436	32,291
North Dakota.....	1,063	589	474	215	102	112	848	487	361
South Dakota.....	1,204	654	550	288	137	151	916	517	399
Nebraska.....	4,717	2,601	2,116	1,334	604	730	3,383	1,997	1,386
Kansas.....	12,165	6,530	5,635	3,613	1,616	1,997	8,552	4,914	3,638
Western Division:									
Montana.....	752	496	256	161	100	61	591	396	195
Wyoming.....	348	253	95	71	46	25	277	207	70
Colorado.....	8,692	3,898	4,794	829	406	423	7,863	3,492	4,371
New Mexico.....	34,525	13,279	21,246	5,428	2,191	3,237	29,097	11,088	18,009
Arizona.....	3,096	1,652	1,444	221	119	102	2,875	1,533	1,342
Utah.....	1,108	598	510	388	177	211	720	421	299
Nevada.....	133	89	44	12	7	5	121	82	39
Idaho.....	862	494	368	251	122	129	611	372	239
Washington.....	1,374	730	644	368	166	202	1,006	564	442
Oregon.....	2,180	1,213	967	709	348	361	1,471	865	606
California.....	8,320	4,292	4,028	983	490	493	7,337	3,802	3,535

TABLE 17.—*Illiterate foreign white population, 10 years of age and over, classified by sex and degree of illiteracy: 1900.*

State or Territory.	Aggregate.			Number who can read but can not write.			Number who can neither read nor write.		
	Total.	Males.	Fe-males.	Total.	Males.	Fe-males.	Total.	Males.	Fe-males.
United States.....	1,287,135	611,636	675,499	200,696	74,834	125,862	1,086,439	536,802	549,637
North Atlantic Division...	784,424	352,492	381,932	85,375	32,914	52,461	649,049	319,578	329,471
South Atlantic Division...	26,437	12,894	13,543	3,417	1,355	2,062	23,020	11,539	11,481
South Central Division...	78,339	39,048	39,291	5,674	2,267	3,407	72,665	36,781	35,884
North Central Division...	383,976	171,126	212,850	97,977	34,805	63,172	285,999	136,321	149,678
Western Division.....	63,959	36,076	27,883	8,253	3,493	4,760	55,706	32,583	23,123
North Atlantic Division:									
Maine.....	17,195	9,562	7,633	2,420	1,163	1,257	14,775	8,399	6,376
New Hampshire.....	17,126	9,681	7,445	2,259	1,112	1,147	14,867	8,569	6,298
Vermont.....	9,205	5,204	4,001	1,020	441	579	8,185	4,763	3,422
Massachusetts.....	119,582	52,040	67,542	15,488	5,106	10,382	104,094	46,934	57,160
Rhode Island.....	24,157	11,255	12,892	3,723	1,330	2,393	20,434	9,935	10,499
Connecticut.....	37,723	18,173	19,550	5,304	1,981	3,323	32,419	16,192	16,227
New York.....	258,423	110,174	148,249	25,965	9,418	16,547	232,458	100,756	131,702
New Jersey.....	59,307	28,501	30,806	6,296	2,327	3,969	53,011	26,174	26,837
Pennsylvania.....	191,706	107,892	83,814	22,900	10,036	12,864	168,866	97,856	70,950
South Atlantic Division:									
Delaware.....	2,476	1,501	1,175	283	98	185	2,193	1,203	990
Maryland.....	12,262	4,881	7,381	1,578	514	1,064	10,684	4,367	6,317
District of Columbia...	1,342	498	844	172	41	131	1,170	457	713
Virginia.....	2,043	1,257	786	231	126	105	1,812	1,131	681
West Virginia.....	4,730	3,212	1,518	632	327	305	4,098	2,885	1,213
North Carolina.....	262	154	108	29	16	13	233	138	95
South Carolina.....	344	169	175	56	22	34	288	147	141
Georgia.....	833	397	436	146	74	72	687	323	364
Florida.....	2,145	1,025	1,120	290	137	153	1,855	888	967
South Central Division:									
Kentucky.....	5,444	2,240	3,204	1,029	353	676	4,415	1,887	2,528
Tennessee.....	1,690	806	884	220	99	121	1,470	707	763
Alabama.....	1,313	738	575	176	83	93	1,137	655	482
Mississippi.....	806	478	328	92	54	38	714	424	290
Louisiana.....	14,324	7,415	6,909	520	222	298	13,804	7,193	6,611
Texas.....	51,481	25,671	25,810	2,988	1,140	1,848	48,493	24,531	23,962
Arkansas.....	1,124	580	544	216	108	108	908	472	436
Oklahoma.....	1,268	565	703	303	126	177	965	439	526
Indian Territory.....	889	555	334	130	82	48	759	473	286
North Central Division:									
Ohio.....	50,155	22,685	27,470	9,588	3,447	6,141	40,567	19,238	21,329
Indiana.....	16,059	7,263	8,796	3,740	1,242	2,498	12,319	6,021	6,298
Illinois.....	86,688	38,676	47,992	17,895	6,612	11,283	68,773	32,664	36,709
Michigan.....	54,899	27,989	26,410	11,878	4,983	6,895	42,921	23,006	19,515
Wisconsin.....	56,396	24,696	31,700	15,542	5,510	10,032	40,854	19,186	21,668
Minnesota.....	42,142	17,444	24,698	16,865	5,524	11,341	25,277	11,920	13,357
Iowa.....	21,431	8,521	12,910	7,741	2,425	5,316	13,690	6,096	7,594
Missouri.....	19,944	8,001	11,943	3,782	1,322	2,460	16,162	6,679	9,483
North Dakota.....	8,432	4,059	4,373	2,175	866	1,309	6,257	3,193	3,064
South Dakota.....	5,835	2,376	3,459	2,123	681	1,442	3,712	1,695	2,017
Nebraska.....	11,911	4,911	7,000	3,309	1,127	2,182	8,602	3,784	4,818
Kansas.....	10,604	4,505	6,099	3,339	1,066	2,273	7,265	3,439	3,826
Western Division:									
Montana.....	4,264	2,819	1,445	540	293	247	3,724	2,526	1,198
Wyoming.....	1,349	915	434	171	91	80	1,178	824	354
Colorado.....	7,264	3,944	3,320	1,042	452	590	6,222	3,492	2,730
New Mexico.....	4,397	2,457	1,940	370	163	207	4,027	2,294	1,733
Arizona.....	7,552	4,313	3,234	331	131	200	7,221	4,187	3,034
Utah.....	3,167	1,179	1,988	1,188	327	861	1,979	852	1,127
Nevada.....	641	443	198	80	43	32	561	395	166
Idaho.....	1,305	819	486	296	126	170	1,009	693	316
Washington.....	4,546	2,546	2,000	1,000	477	523	3,545	2,069	1,477
Oregon.....	2,207	1,118	1,089	584	289	345	1,623	879	744
California.....	27,267	13,518	11,749	2,651	1,146	1,505	24,616	14,372	10,244

TABLE 18.—*Illiterate colored population, 10 years of age and over, classified by sex and degree of illiteracy: 1900.*

State or Territory.	Aggregate.			Number who can read but can not write.			Number who can neither read nor write.		
	Total.	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.
United States.....	2,979,323	1,444,071	1,535,252	309,884	154,083	155,801	2,669,439	1,289,988	1,379,451
North Atlantic Division.	50,060	25,467	24,593	7,828	3,359	4,469	42,232	22,108	20,124
South Atlantic Division..	1,253,379	600,940	652,439	131,712	65,314	66,398	1,121,667	535,626	586,041
South Central Division..	1,485,273	715,678	769,595	154,288	77,338	76,950	1,330,985	638,340	692,645
North Central Division..	110,674	53,410	57,264	14,346	6,789	7,557	96,328	46,621	49,707
Western Division.....	79,937	48,576	31,361	1,710	1,288	427	78,227	47,293	30,934
North Atlantic Division:									
Maine.....	471	237	234	51	24	27	420	213	207
New Hampshire.....	109	78	31	17	12	5	92	66	26
Vermont.....	108	69	39	16	10	6	92	59	33
Massachusetts.....	3,722	2,061	1,661	524	181	343	3,198	1,880	1,318
Rhode Island.....	1,133	519	614	216	78	143	917	446	471
Connecticut.....	1,572	749	823	344	145	199	1,228	604	624
New York.....	12,327	6,325	6,002	1,693	695	998	10,634	5,630	5,004
New Jersey.....	10,320	4,842	5,478	1,595	627	968	8,725	4,215	4,510
Pennsylvania.....	20,298	10,587	9,711	3,372	1,592	1,780	16,926	8,995	7,931
South Atlantic Division:									
Delaware.....	8,983	4,833	4,600	780	354	426	8,203	4,029	4,174
Maryland.....	63,253	30,559	32,694	5,779	2,656	3,123	57,474	27,903	29,571
Dist. Columbia.....	17,548	6,800	10,748	1,783	687	1,096	15,765	6,113	9,652
Virginia.....	213,960	106,024	107,936	18,371	9,290	9,081	195,589	98,734	98,855
West Virginia.....	11,094	6,911	4,183	1,695	1,046	649	9,399	5,865	3,594
North Carolina.....	210,344	98,736	111,608	26,880	12,266	14,614	183,464	86,470	96,994
South Carolina.....	233,940	132,519	151,421	29,345	14,458	14,892	254,595	118,066	136,529
Georgia.....	379,156	182,802	196,354	39,245	20,408	18,837	339,911	162,394	177,517
Florida.....	65,101	32,206	32,895	7,834	4,154	3,680	57,267	28,052	29,215
South Central Division:									
Kentucky.....	88,186	44,443	43,743	9,068	4,425	4,643	79,118	40,018	39,100
Tennessee.....	147,844	72,772	75,072	19,476	9,650	9,826	128,368	63,122	65,246
Alabama.....	338,707	161,767	176,940	32,899	16,561	16,338	305,808	145,206	160,602
Mississippi.....	314,617	151,792	162,825	36,238	18,477	17,761	278,379	133,315	145,064
Louisiana.....	284,594	135,041	149,553	17,892	8,994	8,898	266,702	126,047	140,655
Texas.....	167,531	81,195	86,336	19,134	9,534	9,600	148,397	71,661	76,736
Arkansas.....	113,495	54,054	59,441	16,186	7,948	8,238	97,309	46,106	51,203
Oklahoma.....	8,227	3,784	4,443	616	274	342	7,611	3,510	4,101
Indian Territory.....	22,072	10,830	11,242	2,779	1,475	1,304	19,293	9,355	9,938
North Central Division:									
Ohio.....	14,231	7,245	6,986	2,646	1,157	1,489	11,585	6,088	5,497
Indiana.....	10,680	5,402	5,278	1,620	767	853	9,060	4,635	4,425
Illinois.....	13,253	6,475	6,778	2,152	1,033	1,089	11,101	5,442	5,689
Michigan.....	3,806	1,935	1,871	452	223	229	3,354	1,712	1,642
Wisconsin.....	3,394	1,710	1,684	111	65	46	3,283	1,645	1,638
Minnesota.....	4,456	2,057	2,409	119	55	64	4,347	2,002	2,345
Iowa.....	2,219	1,200	1,019	342	166	176	1,877	1,034	843
Missouri.....	36,495	17,431	19,064	5,000	2,377	2,623	31,495	15,054	16,441
North Dakota.....	3,224	1,546	1,678	157	83	74	3,067	1,463	1,604
South Dakota.....	7,793	3,130	4,663	136	57	79	7,657	3,073	4,584
Nebraska.....	1,369	582	787	146	53	93	1,223	529	694
Kansas.....	9,744	4,697	5,047	1,465	723	742	8,279	3,974	4,305
Western Division:									
Montana.....	6,659	3,570	3,089	90	62	28	6,569	3,508	3,061
Wyoming.....	1,181	698	483	27	16	11	1,154	682	472
Colorado.....	1,823	932	891	209	94	115	1,614	838	776
New Mexico.....	8,049	4,029	4,020	54	32	22	7,995	3,997	3,998
Arizona.....	16,659	8,434	8,225	55	37	18	16,604	8,397	8,207
Utah.....	1,866	1,034	832	25	19	6	1,841	1,015	826
Nevada.....	3,871	2,116	1,755	23	20	3	3,848	2,096	1,752
Idaho.....	3,338	1,947	1,391	84	76	8	3,254	1,871	1,383
Washington.....	6,820	4,084	2,736	140	99	41	6,680	3,985	2,695
Oregon.....	6,299	5,098	1,201	287	267	20	6,012	4,831	1,181
California.....	23,372	16,634	6,738	716	561	155	22,656	16,073	6,583

TABLE 19.—Total illiterate population, 10 years of age and over, classified by sex and age periods: 1900.

State or Territory.	10 to 14 years.			15 to 20 years.			21 years and over.		
	Total.	Males.	Fe-males.	Total.	Males.	Fe-males.	Total.	Males.	Fe-males.
United States.....	577,649	325,984	251,665	721,394	396,770	324,624	4,881,026	2,288,470	2,592,556
N. Atlantic Division...	17,908	9,964	7,944	76,760	39,878	36,882	881,868	425,435	456,433
S. Atlantic Division...	221,977	125,916	96,061	256,128	141,518	114,610	1,348,241	611,631	731,610
S. Central Division...	299,649	168,508	131,141	322,914	177,054	145,860	1,696,016	787,071	908,945
N. Central Division...	27,483	16,228	11,255	47,947	29,151	18,796	782,892	367,224	415,668
Western Division.....	10,632	5,368	5,264	17,645	9,169	8,476	177,009	97,109	79,960
N. Atlantic Division:									
Maine.....	1,255	734	521	3,485	2,250	1,235	24,320	13,952	10,368
New Hampshire.....	557	289	268	2,357	1,459	898	18,161	10,295	7,866
Vermont.....	287	161	126	1,114	802	312	14,846	8,544	6,302
Massachusetts.....	1,547	788	759	9,823	4,932	4,891	122,673	53,694	68,979
Rhode Island.....	691	388	303	2,677	1,519	1,158	25,636	11,675	13,961
Connecticut.....	436	230	206	3,384	1,715	1,669	39,153	18,984	20,169
New York.....	4,740	2,228	2,512	25,855	10,982	14,873	287,565	139,004	157,561
New Jersey.....	2,069	1,146	923	6,556	3,174	3,382	78,063	38,305	39,728
Pennsylvania.....	6,326	4,000	2,326	21,509	13,045	8,464	271,541	139,982	131,559
S. Atlantic Division:									
Delaware.....	845	497	348	1,416	847	569	15,270	7,588	7,732
Maryland.....	5,859	3,347	2,512	9,481	5,411	4,073	86,604	40,352	46,252
Dist. Columbia.....	398	236	162	1,026	519	507	18,664	7,652	11,552
Virginia.....	34,612	20,348	14,264	40,168	24,189	15,979	237,340	113,353	123,987
West Virginia.....	5,819	3,411	2,408	9,566	5,962	3,634	64,700	32,066	32,634
North Carolina.....	51,190	28,558	22,632	53,814	30,012	23,802	281,247	122,658	158,589
South Carolina.....	51,536	28,363	23,173	60,720	31,540	29,180	226,403	99,516	126,887
Georgia.....	63,329	36,301	27,028	69,466	37,332	32,134	347,625	158,247	189,373
Florida.....	8,369	4,855	3,531	10,448	5,716	4,732	65,448	30,849	34,599
S. Central Division:									
Kentucky.....	21,247	12,405	8,842	28,627	17,006	11,621	213,080	102,528	110,552
Tennessee.....	36,375	21,065	15,310	39,083	23,131	15,952	231,472	105,851	125,621
Alabama.....	66,072	36,827	29,245	67,512	36,103	31,409	310,006	129,649	170,357
Mississippi.....	44,334	25,204	19,130	51,130	27,566	23,564	255,997	118,057	137,940
Louisiana.....	55,691	29,521	26,170	61,963	31,159	30,801	263,491	122,638	140,853
Texas.....	35,491	20,332	15,159	40,313	22,686	17,627	238,214	113,782	124,431
Arkansas.....	26,972	15,259	11,713	24,488	13,609	10,879	139,195	62,615	76,580
Oklahoma.....	1,295	809	486	1,159	653	506	13,320	6,468	6,852
Indian Territory.....	12,172	7,086	5,086	8,639	5,141	3,498	31,241	15,482	15,759
N. Central Division:									
Ohio.....	2,048	1,164	884	5,784	5,542	2,242	123,709	58,698	65,011
Indiana.....	1,453	928	525	4,322	2,819	1,513	84,754	40,016	44,738
Illinois.....	4,044	2,427	1,617	8,767	4,841	3,923	145,147	67,481	77,666
Michigan.....	1,744	1,003	741	4,658	2,991	1,667	74,080	39,230	34,850
Wisconsin.....	1,688	985	703	3,629	2,163	1,466	68,462	31,136	37,326
Minnesota.....	1,365	785	580	2,487	1,408	1,079	49,094	20,856	28,238
Iowa.....	883	559	333	1,628	1,064	564	37,661	17,661	20,000
Missouri.....	11,660	6,970	4,690	12,582	7,975	4,607	128,602	60,327	68,275
North Dakota.....	826	434	402	1,029	573	456	10,854	5,187	5,667
South Dakota.....	472	227	245	683	378	358	13,677	5,628	8,049
Nebraska.....	412	246	166	855	460	395	16,730	7,388	9,342
Kansas.....	878	509	369	1,513	1,007	506	30,122	14,216	15,906
Western Division:									
Montana.....	374	199	175	803	477	326	10,498	6,209	4,289
Wyoming.....	72	49	23	263	181	82	2,543	1,636	907
Colorado.....	742	360	382	1,562	725	837	15,475	7,689	7,786
New Mexico.....	4,354	2,088	2,266	5,164	2,092	3,072	37,453	15,585	21,868
Arizona.....	2,592	1,351	1,241	3,651	1,838	1,813	21,064	11,215	9,849
Utah.....	220	127	93	411	214	197	5,510	2,470	3,040
Nevada.....	275	152	123	459	225	234	3,911	2,271	1,640
Idaho.....	209	114	95	334	210	124	4,962	2,936	2,026
Washington.....	340	184	156	806	541	265	11,594	6,625	4,969
Oregon.....	175	97	78	456	354	102	10,055	6,978	3,077
California.....	1,279	647	632	3,736	2,312	1,424	53,944	33,485	20,459

TABLE 20.—Illiterate white population 10 years of age and over, classified by sex and age periods: 1900.

State or Territory.	10 to 14 years.			15 to 20 years.			21 years and over.		
	Total.	Males.	Fe- males.	Total.	Males.	Fe- males.	Total.	Males.	Fe- males.
United States.....	240,580	138,241	102,339	315,926	179,015	136,911	2,644,240	1,249,897	1,394,343
N. Atlantic Division...	17,134	9,575	7,559	73,801	38,194	35,607	835,541	402,041	433,500
S. Atlantic Division...	72,568	41,872	39,696	74,467	43,366	31,101	420,932	192,887	228,045
S. Central Division...	120,834	69,579	51,255	115,512	66,625	48,887	596,960	280,751	316,209
N. Central Division...	23,763	14,089	9,674	42,112	25,788	16,324	681,773	319,316	362,457
Western Division.....	6,281	3,126	3,155	10,034	5,042	4,992	109,034	54,903	54,132
N. Atlantic Division:									
Maine.....	1,244	729	515	3,453	2,238	1,215	23,892	13,732	10,160
New Hampshire.....	555	288	267	2,343	1,449	894	18,068	10,228	7,840
Vermont.....	285	160	126	1,109	799	310	14,744	8,479	6,265
Massachusetts.....	1,512	769	743	9,623	4,799	4,824	119,186	51,785	67,401
Rhode Island.....	688	387	301	2,635	1,490	1,145	24,548	11,186	13,362
Connecticut.....	427	226	201	3,298	1,689	1,609	37,676	18,265	19,411
New York.....	4,575	2,136	2,439	25,027	10,536	14,491	276,171	124,217	151,954
New Jersey.....	1,821	1,026	795	5,902	2,802	3,100	68,615	33,955	34,660
Pennsylvania.....	6,026	3,854	2,172	20,411	12,392	8,019	252,641	130,194	122,447
S. Atlantic Division:									
Delaware.....	295	181	114	588	373	215	7,665	3,945	3,720
Maryland.....	1,803	1,061	742	3,077	1,812	1,265	33,814	15,678	18,136
Dist. Columbia.....	43	23	20	98	40	58	2,339	944	1,395
Virginia.....	12,258	7,261	4,997	13,197	8,112	5,085	72,705	36,493	36,212
West Virginia.....	5,328	3,141	2,187	8,187	4,965	3,222	55,496	26,472	29,024
North Carolina.....	25,444	14,298	11,146	24,172	13,720	10,452	126,291	54,474	71,817
South Carolina.....	9,996	5,654	4,342	9,508	5,381	4,127	35,215	15,865	19,350
Georgia.....	14,923	8,798	6,125	13,508	7,822	5,686	72,833	32,458	40,375
Florida.....	2,478	1,465	1,023	2,132	1,201	931	14,574	6,568	8,016
S. Central Division:									
Kentucky.....	16,290	9,453	6,827	21,066	12,526	8,540	137,412	65,517	71,895
Tennessee.....	21,473	12,446	9,027	20,893	12,411	8,482	116,720	52,418	64,302
Alabama.....	18,804	10,700	8,104	14,992	8,498	6,494	71,087	31,614	39,473
Mississippi.....	6,156	3,732	2,424	4,964	3,010	1,954	25,724	12,293	13,431
Louisiana.....	14,513	7,813	6,700	16,167	8,425	7,742	65,871	32,039	33,832
Texas.....	20,819	11,882	8,937	21,333	11,934	9,399	104,335	51,790	52,545
Arkansas.....	13,256	7,835	5,421	10,178	6,071	4,107	53,726	23,523	30,203
Oklahoma.....	987	648	389	663	418	245	5,897	3,080	2,817
Indian Territory..	8,536	5,070	3,466	5,256	3,332	1,924	16,188	8,477	7,711
N. Central Division:									
Ohio.....	1,910	1,088	822	5,314	3,302	2,012	110,086	51,769	58,317
Indiana.....	1,368	831	487	3,945	2,577	1,368	74,546	34,903	39,643
Illinois.....	3,712	2,212	1,500	8,166	4,466	3,700	132,827	61,599	71,228
Michigan.....	1,595	918	677	4,392	2,859	1,533	70,689	37,512	33,177
Wisconsin.....	1,502	879	623	3,360	2,026	1,324	65,523	29,659	35,864
Minnesota.....	976	575	401	2,058	1,194	864	45,446	19,223	26,223
Iowa.....	823	506	317	1,518	988	530	35,612	15,981	19,631
Missouri.....	9,872	5,920	3,952	10,195	6,511	3,684	96,282	45,410	50,872
North Dakota.....	619	322	297	791	446	345	8,085	3,880	4,205
South Dakota.....	297	139	158	442	198	244	6,300	2,693	3,607
Nebraska.....	380	235	145	777	436	341	15,471	6,841	8,630
Kansas.....	709	414	295	1,154	775	379	20,906	9,846	11,060
Western Division:									
Montana.....	87	49	38	263	168	95	4,666	3,098	1,568
Wyoming.....	36	26	8	134	100	34	1,527	1,040	467
Colorado.....	676	327	349	1,439	668	771	13,841	6,847	6,994
New Mexico.....	3,596	1,696	1,900	3,987	1,536	2,451	31,339	12,504	18,835
Arizona.....	731	380	351	1,398	814	584	8,519	4,776	3,743
Utah.....	87	54	33	171	104	67	4,017	1,619	2,398
Nevada.....	10	8	2	58	49	9	706	475	231
Idaho.....	106	60	46	115	88	27	1,946	1,165	781
Washington.....	116	61	55	266	173	93	5,538	3,042	2,496
Oregon.....	109	62	47	163	109	54	4,115	2,160	1,955
California.....	727	401	326	2,040	1,233	807	32,820	18,176	14,644

TABLE 21.—*Illiterate colored population 10 years of age and over, classified by sex and age periods: 1900.*

State or Territory.	10 to 14 years.			15 to 20 years.			21 years and over.		
	Total.	Males.	Fe-males.	Total.	Males.	Fe-males.	Total.	Males.	Fe-males.
United States....	337,069	187,743	149,326	405,468	217,755	187,713	2,236,786	1,058,573	1,198,213
N. Atlantic Division...	774	389	385	2,959	1,684	1,275	46,327	23,394	22,933
S. Atlantic Division...	149,409	84,044	65,365	181,661	98,152	83,509	922,309	418,744	503,565
S. Central Division...	178,815	93,929	79,886	207,402	110,429	96,973	1,099,056	506,320	592,736
N. Central Division...	3,720	2,139	1,581	5,835	3,363	2,472	101,119	47,908	53,211
Western Division.....	4,351	2,242	2,109	7,611	4,127	3,484	67,975	42,207	25,768
N. Atlantic Division:									
Maine.....	11	5	6	32	12	20	428	220	208
New Hampshire...	2	1	1	14	10	4	93	67	26
Vermont.....	1	1	.....	5	3	2	102	65	37
Massachusetts...	35	19	16	200	133	67	3,487	1,909	1,578
Rhode Island.....	3	1	2	42	29	13	1,088	489	599
Connecticut.....	9	4	5	86	26	60	1,477	719	758
New York.....	165	92	73	828	446	382	11,334	5,787	5,547
New Jersey.....	248	120	128	654	372	282	9,418	4,350	5,068
Pennsylvania.....	300	146	154	1,098	653	445	18,900	9,788	9,112
S. Atlantic Division:									
Delaware.....	550	316	234	828	474	354	7,605	3,593	4,012
Maryland.....	4,056	2,286	1,770	6,407	3,599	2,808	52,790	24,674	28,116
Dist. Columbia...	355	213	142	928	479	449	16,265	6,108	10,157
Virginia.....	22,354	13,087	9,267	26,971	16,077	10,894	164,635	76,860	87,775
West Virginia....	491	270	221	1,399	1,047	352	9,204	5,594	3,610
North Carolina...	25,746	14,260	11,486	29,642	16,292	13,350	154,956	68,184	86,772
South Carolina...	41,540	22,709	18,831	51,212	26,159	25,058	191,188	83,651	107,537
Georgia.....	48,406	27,503	20,903	55,958	29,510	26,448	274,792	125,789	149,003
Florida.....	5,911	3,400	2,511	8,316	4,515	3,801	50,874	24,291	26,583
S. Central Division:									
Kentucky.....	4,957	2,952	2,005	7,561	4,480	3,081	75,668	37,011	38,657
Tennessee.....	14,902	8,619	6,283	18,190	10,720	7,470	114,752	53,433	61,319
Alabama.....	47,268	26,127	21,141	52,520	27,605	24,915	238,919	108,035	130,884
Mississippi.....	38,178	21,472	16,706	46,166	24,556	21,610	230,273	105,764	124,509
Louisiana.....	41,178	21,708	19,470	45,795	22,734	23,032	197,620	90,599	107,021
Texas.....	14,672	8,450	6,232	18,980	10,752	8,228	133,879	61,993	71,886
Arkansas.....	13,716	7,424	6,292	14,310	7,538	6,772	85,469	39,092	46,377
Oklahoma.....	308	161	117	496	235	261	7,423	3,388	4,035
Indian Territory..	3,636	2,016	1,620	3,383	1,809	1,574	15,053	7,005	8,048
N. Central Division:									
Ohio.....	138	76	62	470	240	230	13,623	6,929	6,694
Indiana.....	85	47	38	387	242	145	10,208	5,113	5,095
Illinois.....	332	215	117	601	378	223	12,320	5,882	6,438
Michigan.....	149	85	64	266	132	134	3,391	1,718	1,673
Wisconsin.....	186	106	80	269	127	142	2,939	1,477	1,462
Minnesota.....	389	210	179	429	214	215	3,648	1,633	2,015
Iowa.....	60	44	16	110	76	34	2,049	1,080	969
Missouri.....	1,788	1,050	738	2,387	1,464	923	32,320	14,917	17,403
North Dakota....	217	112	105	235	127	111	2,769	1,307	1,462
South Dakota....	175	88	87	241	107	134	7,377	2,935	4,442
Nebraska.....	32	11	21	78	24	54	1,259	547	712
Kansas.....	169	95	74	359	232	127	9,216	4,370	4,846
Western Division:									
Montana.....	287	150	137	540	309	231	5,832	3,111	2,721
Wyoming.....	36	21	15	129	81	48	1,016	596	420
Colorado.....	66	33	33	123	57	66	1,634	812	792
New Mexico.....	758	392	366	1,177	556	621	6,114	3,081	3,033
Arizona.....	1,861	971	890	2,253	1,024	1,229	12,545	6,439	6,106
Utah.....	133	73	60	240	110	130	1,493	851	642
Nevada.....	265	144	121	401	176	225	3,205	1,796	1,409
Idaho.....	103	54	49	219	122	97	3,016	1,771	1,245
Washington.....	224	123	101	540	368	172	6,056	3,593	2,463
Oregon.....	66	35	31	293	245	48	5,940	4,818	1,122
California.....	552	246	306	1,696	1,079	617	21,124	15,309	5,815

TABLE 22.—*Illiterate native white population 10 years of age and over, classified by sex and age periods: 1900.*

State or Territory.	10 to 14 years.			15 to 20 years.			21 years and over.		
	Total.	Males.	Fe- males.	Total.	Males.	Fe- males.	Total.	Males.	Fe- males.
United States.....	228,208	129,027	94,181	235,320	138,909	96,411	1,455,083	687,581	767,502
North Atlantic Division..	7,799	4,712	3,087	17,123	10,754	6,369	167,130	81,852	85,278
South Atlantic Division..	72,090	41,609	30,481	72,883	42,503	30,380	396,557	181,119	215,438
South Central Division...	116,710	67,306	49,404	108,802	63,416	45,446	529,395	247,185	282,210
North Central Division...	21,132	12,689	8,443	23,735	13,223	10,512	312,805	156,155	156,650
Western Division.....	5,477	2,711	2,766	6,717	3,013	3,704	49,196	21,270	27,926
North Atlantic Division:									
Maine.....	752	437	315	1,832	1,191	641	8,810	5,509	3,301
New Hampshire.....	187	90	97	495	299	196	3,158	1,895	1,263
Vermont.....	211	127	84	693	490	203	6,030	3,617	2,413
Massachusetts.....	457	248	209	1,278	716	562	9,004	4,349	4,655
Rhode Island.....	186	99	87	553	308	245	2,975	1,391	1,584
Connecticut.....	122	70	52	372	234	138	3,184	1,703	1,481
New York.....	1,491	821	670	3,995	2,453	1,542	41,864	23,441	18,423
New Jersey.....	1,010	621	389	1,569	1,006	563	14,452	7,655	6,797
Pennsylvania.....	3,383	2,199	1,184	6,336	4,057	2,279	77,653	32,292	45,361
South Atlantic Division:									
Delaware.....	266	164	102	490	275	155	5,376	2,759	2,617
Maryland.....	1,629	967	662	2,388	1,506	882	22,415	11,197	11,218
District of Columbia..	32	15	17	67	28	39	1,039	466	573
Virginia.....	12,229	7,247	4,982	13,089	8,035	5,054	70,799	35,327	35,472
West Virginia.....	5,263	3,089	2,174	7,840	4,640	3,200	51,178	23,577	27,601
North Carolina.....	25,437	14,293	11,144	24,157	13,711	10,446	126,051	54,394	71,717
South Carolina.....	9,985	5,646	4,340	9,488	5,374	4,114	24,901	15,711	19,190
Georgia.....	14,911	8,791	6,120	13,483	7,808	5,675	72,037	32,082	39,955
Florida.....	2,337	1,397	940	1,941	1,126	815	12,761	5,666	7,095
South Central Division:									
Kentucky.....	16,274	9,442	6,832	20,970	12,466	8,504	132,080	63,348	68,732
Tennessee.....	21,411	12,413	8,998	20,813	12,368	8,445	115,172	51,688	63,484
Alabama.....	18,769	10,676	8,093	14,886	8,432	6,454	69,915	30,966	38,949
Mississippi.....	6,181	3,716	2,415	4,933	2,995	1,938	24,974	11,846	13,128
Louisiana.....	13,583	7,300	6,283	14,862	7,761	7,101	53,782	25,801	27,981
Texas.....	17,840	10,260	7,580	16,441	9,658	6,786	66,722	30,017	36,705
Arkansas.....	13,234	7,817	5,417	10,126	6,037	4,089	52,676	22,995	29,681
Oklahoma.....	965	639	326	631	402	229	4,683	2,540	2,143
Indian Territory.....	8,503	5,043	3,460	5,197	3,297	1,900	13,391	7,984	7,407
North Central Division:									
Ohio.....	1,727	984	743	3,552	2,326	1,226	61,876	30,164	31,712
Indiana.....	1,314	849	465	3,591	2,358	1,233	58,895	27,881	31,014
Illinois.....	3,045	1,867	1,178	4,465	2,743	1,722	50,527	24,991	25,536
Michigan.....	1,288	758	530	2,526	1,723	803	18,468	10,819	7,644
Wisconsin.....	1,233	722	511	2,145	1,390	755	10,611	5,766	4,845
Minnesota.....	738	440	298	964	605	359	4,636	2,503	2,133
Iowa.....	785	460	275	1,162	759	403	14,625	7,735	6,890
Missouri.....	9,709	5,843	3,866	9,666	6,253	3,413	77,030	37,744	39,286
North Dakota.....	225	115	110	171	101	70	667	373	294
South Dakota.....	177	88	89	183	83	95	844	478	366
Nebraska.....	305	195	110	404	242	162	4,008	2,164	1,844
Kansas.....	636	368	268	906	625	281	10,623	5,537	5,086
Western Division:									
Montana.....	63	36	27	54	37	17	635	423	212
Wyoming.....	27	21	6	28	20	8	293	212	81
Colorado.....	585	275	310	996	428	568	7,111	3,195	3,916
New Mexico.....	3,433	1,622	1,811	3,700	1,397	2,303	27,392	10,260	17,132
Arizona.....	499	271	228	635	364	271	1,962	1,017	945
Utah.....	69	47	22	102	61	41	937	490	447
Nevada.....	8	6	2	19	14	5	106	69	37
Idaho.....	96	53	43	66	46	20	700	395	305
Washington.....	80	42	38	91	59	32	1,203	629	574
Oregon.....	96	55	41	111	79	32	1,973	1,079	894
California.....	521	283	238	915	508	407	6,884	3,501	3,383

TABLE 23.—*Illiterate foreign white population 10 years of age and over, classified by sex and age periods: 1900.*

State or Territory.	10 to 14 years.			15 to 20 years.			21 years and over.		
	Total.	Males.	Fe- males.	Total.	Males.	Fe- males.	Total.	Males.	Fe- males.
United States.....	17,372	9,214	8,158	80,606	40,106	40,500	1,189,157	562,316	626,841
North Atlantic Division..	9,335	4,863	4,472	56,678	27,440	29,238	668,411	320,189	348,222
South Atlantic Division..	478	263	215	1,584	863	721	24,375	11,768	12,607
South Central Division...	4,124	2,273	1,851	6,650	3,209	3,441	67,565	33,566	33,999
North Central Division...	2,631	1,400	1,231	12,377	6,565	5,812	368,968	163,161	205,807
Western Division.....	804	415	389	3,317	2,029	1,288	59,838	33,632	26,206
North Atlantic Division:									
Maine.....	492	292	200	1,621	1,047	574	15,082	8,223	6,859
New Hampshire.....	368	198	170	1,848	1,150	698	14,910	8,333	6,577
Vermont.....	75	33	42	416	309	107	8,714	4,862	3,852
Massachusetts.....	1,055	521	534	8,345	4,083	4,262	110,182	47,426	62,746
Rhode Island.....	502	238	214	2,082	1,182	900	21,573	9,795	11,778
Connecticut.....	305	156	149	2,926	1,455	1,471	34,492	16,562	17,930
New York.....	3,084	1,315	1,769	21,032	8,083	12,949	234,307	100,776	133,531
New Jersey.....	811	405	406	4,333	2,796	2,537	54,163	26,300	27,863
Pennsylvania.....	2,643	1,655	988	14,075	8,335	5,740	174,988	97,902	77,086
South Atlantic Division:									
Delaware.....	29	17	12	158	98	60	2,289	1,186	1,103
Maryland.....	174	94	80	689	306	383	11,399	4,481	6,918
District of Columbia..	11	8	3	31	12	19	1,300	478	822
Virginia.....	29	14	15	108	77	31	1,906	1,166	740
West Virginia.....	65	52	13	347	265	82	4,318	2,895	1,423
North Carolina.....	7	5	2	15	9	6	240	140	100
South Carolina.....	10	8	2	20	7	13	314	154	160
Georgia.....	12	7	5	25	14	11	796	376	420
Florida.....	141	58	83	191	75	116	1,813	892	921
South Central Division:									
Kentucky.....	16	11	5	96	60	36	5,332	2,169	3,163
Tennessee.....	62	33	29	80	43	37	1,548	730	818
Alabama.....	35	24	11	106	66	40	1,172	648	524
Mississippi.....	25	16	9	31	15	16	750	447	303
Louisiana.....	920	513	417	1,305	664	641	12,089	6,238	5,851
Texas.....	2,979	1,622	1,357	4,889	2,276	2,613	43,613	17,773	21,840
Arkansas.....	22	18	4	52	34	18	1,050	528	522
Oklahoma.....	22	9	13	32	16	16	1,214	540	674
Indian Territory.....	33	27	6	59	35	24	797	493	304
North Central Division:									
Ohio.....	183	104	79	1,762	976	786	48,210	21,605	26,605
Indiana.....	54	32	22	354	209	145	15,651	7,022	8,629
Illinois.....	667	345	322	3,701	1,723	1,978	82,300	36,608	45,692
Michigan.....	307	160	147	1,866	1,136	730	52,226	26,693	25,533
Wisconsin.....	269	157	112	1,215	646	569	54,912	23,893	31,019
Minnesota.....	238	135	103	1,094	589	505	40,810	16,720	24,090
Iowa.....	88	46	42	356	229	127	20,987	8,246	12,741
Missouri.....	163	77	86	529	258	271	19,252	7,666	11,586
North Dakota.....	394	207	187	620	345	275	7,418	3,507	3,911
South Dakota.....	120	51	69	259	110	149	5,456	2,215	3,241
Nebraska.....	75	40	35	373	194	179	11,463	4,677	6,786
Kansas.....	73	46	27	248	150	98	10,233	4,309	5,924
Western Division:									
Montana.....	24	13	11	209	131	78	4,031	2,675	1,356
Wyoming.....	9	7	2	106	80	26	1,234	828	406
Colorado.....	91	52	39	443	240	203	6,730	3,652	3,078
New Mexico.....	163	74	89	287	139	148	3,947	2,244	1,703
Arizona.....	232	109	123	763	450	313	6,557	3,759	2,798
Utah.....	18	7	11	69	43	26	3,080	1,129	1,951
Nevada.....	2	2	.....	39	35	4	600	406	194
Idaho.....	10	7	3	49	42	7	1,246	770	476
Washington.....	36	19	17	175	114	61	4,335	2,413	1,922
Oregon.....	13	7	6	52	30	22	2,142	1,081	1,061
California.....	206	118	88	1,125	725	400	25,936	14,675	11,261

TABLE 24.—Showing the rank of each State in percentage of illiteracy of the population 10 years of age and over: 1900.

Rank.	State or Territory.	Per cent.	Rank.	State or Territory.	Per cent.
1	Iowa	2.3	26	Pennsylvania	6.1
2	Nebraska	2.3	27	Montana	6.1
3	Kansas	2.9	28	New Hampshire	6.2
4	Washington	3.1	29	Missouri	6.4
5	Utah	3.1	30	Rhode Island	8.4
6	Oregon	3.3	31	District of Columbia	8.6
7	Ohio	4.0	32	Maryland	11.1
8	Wyoming	4.0	33	West Virginia	11.4
9	Minnesota	4.1	34	Delaware	12.0
10	Illinois	4.2	35	Nevada	13.3
11	Michigan	4.2	36	Texas	14.5
12	Colorado	4.2	37	Kentucky	16.5
13	Indiana	4.6	38	Indian Territory	19.0
14	Idaho	4.6	39	Arkansas	20.4
15	Wisconsin	4.7	40	Tennessee	20.7
16	California	4.8	41	Florida	21.9
17	South Dakota	5.0	42	Virginia	22.9
18	Maine	5.1	43	North Carolina	28.7
19	New York	5.5	44	Arizona	29.0
20	Oklahoma	5.5	45	Georgia	30.5
21	North Dakota	5.6	46	Mississippi	32.0
22	Vermont	5.8	47	New Mexico	33.2
23	Massachusetts	5.9	48	Alabama	34.0
24	New Jersey	5.9	49	South Carolina	35.9
25	Connecticut	5.9	50	Louisiana	38.5

TABLE 25.—Showing the rank of each State in percentage of illiteracy of the white population 10 years of age and over: 1900.

Rank.	State or Territory.	Per cent.	Rank.	State or Territory.	Per cent.
1	Oregon	1.4	26	New York	5.4
2	Washington	1.5	27	New Jersey	5.4
3	District of Columbia	1.6	28	Massachusetts	5.8
4	Idaho	1.9	29	Connecticut	5.8
5	Kansas	2.1	30	Vermont	5.8
6	Nebraska	2.1	31	Pennsylvania	5.9
7	Iowa	2.2	32	New Hampshire	6.2
8	Utah	2.2	33	Delaware	7.0
9	South Dakota	2.5	34	Mississippi	8.0
10	Wyoming	2.5	35	Rhode Island	8.3
11	Nevada	2.7	36	Texas	8.5
12	Montana	2.8	37	Florida	8.9
13	Oklahoma	2.9	38	West Virginia	10.3
14	California	3.1	39	Virginia	11.1
15	Ohio	3.7	40	Arkansas	11.5
16	Minnesota	3.7	41	Georgia	11.9
17	Colorado	3.8	42	Kentucky	12.8
18	Illinois	4.0	43	South Carolina	13.5
19	Michigan	4.1	44	Tennessee	14.1
20	Indiana	4.2	45	Indian Territory	14.1
21	North Dakota	4.2	46	Alabama	14.7
22	Wisconsin	4.5	47	Arizona	14.9
23	Maine	5.1	48	Louisiana	18.4
24	Missouri	5.2	49	North Carolina	19.4
25	Maryland	5.2	50	New Mexico	20.9

TABLE 26.—Showing the rank of each State in percentage of illiteracy of the native white population 10 years of age and over: 1900.

Rank.	State or Territory.	Per cent.	Rank.	State or Territory.	Per cent.
1	Washington	0.5	26	Ohio	2.4
2	South Dakota	0.6	27	Maine	2.4
3	Montana	0.6	28	Oklahoma	2.5
4	Nevada	0.6	29	Colorado	2.7
5	Wyoming	0.7	30	Vermont	2.9
6	Massachusetts	0.8	31	Indiana	3.6
7	Minnesota	0.8	32	Maryland	4.1
8	Nebraska	0.8	33	Missouri	4.8
9	Connecticut	0.8	34	Delaware	5.6
10	Oregon	0.8	35	Texas	6.1
11	Utah	0.8	36	Arizona	6.2
12	District of Columbia	0.8	37	Mississippi	8.0
13	North Dakota	0.9	38	Florida	8.6
14	Idaho	0.9	39	West Virginia	10.0
15	California	1.0	40	Virginia	11.1
16	New York	1.2	41	Arkansas	11.6
17	Iowa	1.2	42	Georgia	11.9
18	Wisconsin	1.3	43	Kentucky	12.8
19	Kansas	1.3	44	South Carolina	13.6
20	New Hampshire	1.5	45	Indian Territory	14.0
21	Michigan	1.7	46	Tennessee	14.2
22	New Jersey	1.7	47	Alabama	14.8
23	Rhode Island	1.8	48	Louisiana	17.3
24	Illinois	2.1	49	North Carolina	19.5
25	Pennsylvania	2.3	50	New Mexico	29.4

TABLE 27.—Showing the rank of each State in percentage of illiteracy of the foreign white population 10 years of age and over: 1900.

Rank.	State or Territory.	Per cent.	Rank.	State or Territory.	Per cent.
1	Oregon	4.1	26	Michigan	10.3
2	Washington	4.5	27	Mississippi	10.7
3	Idaho	6.0	28	Kentucky	10.9
4	Utah	6.1	29	Virginia	10.9
5	North Carolina	6.1	30	Wisconsin	11.1
6	South Carolina	6.5	31	Ohio	11.1
7	South Dakota	6.7	32	Indiana	11.4
8	Nebraska	6.8	33	Florida	11.6
9	Montana	7.0	34	Maryland	13.4
10	District of Columbia	7.0	35	New York	14.0
11	Georgia	7.0	36	New Jersey	14.1
12	Iowa	7.1	37	Massachusetts	14.6
13	Nevada	7.5	38	Connecticut	16.3
14	North Dakota	7.8	39	Delaware	18.3
15	Arkansas	8.0	40	Rhode Island	18.7
16	Colorado	8.1	41	Indian Territory	19.0
17	Wyoming	8.2	42	Maine	19.4
18	Oklahoma	8.3	43	Pennsylvania	19.9
19	Minnesota	8.4	44	New Hampshire	20.5
20	Kansas	8.5	45	Vermont	21.4
21	California	8.7	46	West Virginia	21.5
22	Illinois	9.1	47	Louisiana	28.6
23	Missouri	9.3	48	Texas	30.3
24	Alabama	9.3	49	New Mexico	34.8
25	Tennessee	9.7	50	Arizona	35.3

TABLE 28.—Showing the rank of each State in percentage of illiteracy of the colored population 10 years of age and over: 1900.

Rank.	State or Territory.	Per cent.	Rank.	State or Territory.	Per cent.
1	Connecticut	11.8	26	Oklahoma	36.3
2	Massachusetts	12.4	27	Delaware	38.1
3	New York	12.8	28	Texas	38.2
4	Rhode Island	14.2	29	Florida	38.5
5	Vermont	15.0	30	Wisconsin	39.6
6	New Hampshire	15.2	31	Kentucky	40.1
7	Pennsylvania	15.3	32	Wyoming	41.1
8	Nebraska	17.1	33	Minnesota	41.2
9	New Jersey	17.5	34	Tennessee	41.6
10	Ohio	17.9	35	Arkansas	43.0
11	Illinois	18.2	36	Virginia	44.6
12	Colorado	20.0	37	North Carolina	47.6
13	Iowa	20.2	38	Montana	48.2
14	Michigan	20.9	39	Mississippi	49.1
15	Indiana	22.6	40	South Dakota	51.0
16	Kansas	22.7	41	Utah	52.1
17	District of Columbia	24.2	42	Georgia	52.3
18	Maine	25.8	43	South Carolina	52.8
19	Missouri	28.0	44	Idaho	53.9
20	California	31.1	45	Alabama	57.4
21	West Virginia	32.3	46	North Dakota	59.2
22	Maryland	35.2	47	Louisiana	61.1
23	Indian Territory	38.0	48	Nevada	66.8
24	Washington	36.0	49	New Mexico	71.1
25	Oregon	38.1	50	Arizona	73.6

TABLE 29.—Sixteen former slave States and the District of Columbia—Number and per cent of illiterates in population 10 years of age and over: 1890 and 1900.

States.	1900.				1890.			
	Total population.	Population 10 years of age and over.	Illiterates.		Total population.	Population 10 years of age and over.	Illiterates.	
			Number.	Per cent.			Number.	Per cent.
Total.....	26,839,801	19,350,860	4,224,943	21.6	22,448,163	16,166,345	4,479,727	27.7
Alabama.....	1,828,697	1,304,703	443,590	34.0	1,513,017	1,069,545	438,565	41.0
Arkansas.....	1,311,564	934,332	190,655	20.4	1,128,179	787,113	209,745	24.6
Delaware.....	184,735	145,800	17,531	12.0	168,493	131,967	18,573	14.3
District of Columbia.....	278,718	231,837	20,023	8.6	230,392	188,567	24,824	13.2
Florida.....	528,542	385,490	84,285	21.9	391,422	283,250	78,220	27.8
Georgia.....	2,216,331	1,577,334	480,420	30.5	1,837,353	1,302,208	518,706	39.8
Kentucky.....	2,147,174	1,589,685	262,954	16.5	1,858,635	1,360,081	294,581	21.6
Louisiana.....	1,381,025	990,364	381,145	38.5	1,118,587	794,683	364,184	45.8
Maryland.....	1,188,044	920,715	101,947	11.1	1,042,390	738,605	125,376	15.7
Mississippi.....	1,551,270	1,098,891	351,461	32.0	1,289,600	902,028	360,613	40.0
Missouri.....	3,106,665	2,371,865	152,844	6.4	2,679,184	1,995,638	181,268	9.1
North Carolina.....	1,893,810	1,346,734	386,251	28.7	1,617,947	1,147,446	409,763	35.7
South Carolina.....	1,340,316	942,402	338,650	35.9	1,151,149	802,406	360,705	45.0
Tennessee.....	2,020,616	1,480,948	306,930	20.7	1,767,518	1,276,681	340,140	26.6
Texas.....	3,048,710	2,163,913	314,018	14.5	2,253,523	1,564,755	308,878	19.7
Virginia.....	1,854,184	1,364,501	312,120	22.9	1,655,980	1,211,934	365,736	30.2
West Virginia.....	958,800	701,646	80,105	11.4	762,794	549,538	73,180	14.4

TABLE 30.—Sixteen former slave States and the District of Columbia—Number and per cent of illiterates in population 10 years of age and over: 1870 and 1880.

States.	1880.				1870.			
	Total population.	Population 10 years of age and over.	Illiterates.		Total population.	Population 10 years of age and over.	Illiterates.	
			Number.	Per cent.			Number.	Per cent.
Total.....	18,684,948	12,920,519	4,741,173	36.7	14,009,315	9,961,186	4,189,972	42.1
Alabama.....	1,262,505	851,780	433,447	50.9	996,992	706,802	383,012	54.2
Arkansas.....	802,525	531,876	202,015	38.0	484,471	341,737	133,339	39.0
Delaware.....	146,608	110,856	19,414	17.5	125,015	92,586	23,190	25.0
District of Columbia.....	177,624	136,907	25,778	18.8	131,700	100,458	28,719	28.6
Florida.....	269,493	184,650	80,183	43.4	187,748	131,119	71,803	54.8
Georgia.....	1,542,180	1,643,840	520,416	49.9	1,184,109	835,929	468,593	56.1
Kentucky.....	1,648,690	1,163,498	348,392	29.9	1,321,011	930,136	332,176	35.7
Louisiana.....	939,946	649,070	318,380	49.1	726,915	526,392	276,158	52.5
Maryland.....	934,943	695,364	134,488	19.3	780,894	575,499	135,499	23.6
Mississippi.....	1,131,597	753,693	373,201	49.5	827,922	581,206	313,310	53.9
Missouri.....	2,168,380	1,557,631	208,754	13.4	1,721,285	1,205,568	222,411	18.5
North Carolina.....	1,399,750	959,951	463,975	48.3	1,071,361	769,629	397,690	51.7
South Carolina.....	990,377	667,456	369,848	55.4	705,666	503,763	290,379	57.6
Tennessee.....	1,542,359	1,062,130	410,722	38.7	1,258,529	890,372	364,697	40.9
Texas.....	1,591,749	1,064,196	316,432	29.7	818,579	571,075	221,703	38.8
Virginia.....	1,512,565	1,059,034	430,332	40.6	1,225,163	890,056	445,893	50.1
West Virginia.....	618,457	428,587	85,376	19.9	442,014	308,424	81,490	26.4

TABLE 31.—Sixteen former slave States and the District of Columbia—Number and per cent of illiterates in male population 10 years of age and over: 1890 and 1900.

States.	1900.				1890.			
	Total male population.	Male population 10 years of age and over.	Illiterates.		Total male population.	Male population 10 years of age and over.	Illiterates.	
			Number.	Per cent.			Number.	Per cent.
Total.....	13,576,916	9,820,953	2,051,331	20.7	10,587,263	7,525,387	2,196,412	29.2
Alabama.....	916,764	651,523	212,579	32.6	757,456	531,941	206,362	38.8
Arkansas.....	675,312	484,601	91,483	18.9	585,755	412,227	97,779	23.7
Delaware.....	94,153	74,395	8,882	11.9	85,573	67,309	9,274	13.8
District of Columbia.....	132,604	108,613	7,807	7.2	109,584	88,703	9,821	11.1
Florida.....	275,246	203,190	41,420	20.4	201,947	146,867	36,283	24.7
Georgia.....	1,103,201	782,629	231,880	29.6	919,925	617,922	244,944	37.8
Kentucky.....	1,090,227	807,156	131,939	16.3	942,758	689,572	141,999	20.6
Louisiana.....	694,733	496,879	183,318	36.9	559,350	394,815	172,847	43.8
Maryland.....	589,275	455,285	49,110	10.8	515,691	392,485	59,526	15.2
Mississippi.....	781,451	552,676	170,827	30.9	649,687	451,783	170,761	37.8
Missouri.....	1,595,710	1,223,168	75,272	6.2	1,559,350	394,815	172,847	43.8
North Carolina.....	938,677	661,731	181,228	27.4	799,149	599,764	184,506	33.0
South Carolina.....	664,895	465,002	159,419	34.3	572,337	395,466	167,120	42.3
Tennessee.....	1,021,224	746,793	150,047	20.1	891,585	640,677	155,869	24.3
Texas.....	1,578,900	1,129,899	156,801	13.9	1,172,553	830,783	151,852	18.3
Virginia.....	925,877	679,440	157,890	23.2	824,278	598,677	177,043	29.6
West Virginia.....	499,242	367,973	41,429	11.3	390,285	281,576	37,579	13.3

TABLE 32.—Sixteen former slave States and the District of Columbia—Number and per cent of illiterates in female population 10 years of age and over: 1890 and 1900.

States.	1900.				1890.			
	Total female population.	Female population 10 years of age and over.	Illiterates.		Total female population.	Female population 10 years of age and over.	Illiterates.	
			Number.	Per cent.			Number.	Per cent.
Total.....	13,262,885	9,659,887	2,173,612	22.5	11,065,012	7,997,779	2,269,632	29.6
Alabama.....	611,933	653,180	221,011	35.4	755,561	537,604	232,173	43.2
Arkansas.....	636,252	449,731	99,172	22.1	542,424	374,886	111,966	29.9
Delaware.....	90,577	71,165	8,649	12.2	82,920	64,658	9,664	14.9
District of Columbia.....	146,714	123,224	12,221	9.9	120,808	93,864	15,663	15.1
Florida.....	253,206	182,300	42,865	23.5	189,475	136,383	42,437	31.1
Georgia.....	1,113,130	794,705	248,540	31.3	917,423	654,283	273,762	41.8
Kentucky.....	1,056,947	782,529	131,015	16.7	915,877	670,459	152,882	22.7
Louisiana.....	686,892	493,485	197,827	40.1	559,237	399,868	131,337	47.9
Maryland.....	598,769	465,430	52,837	11.4	526,690	406,120	65,850	16.2
Mississippi.....	769,819	546,215	180,634	33.1	639,913	450,240	189,852	42.2
Missouri.....	1,510,955	1,148,697	77,572	6.8	1,295,946	957,644	94,838	9.9
North Carolina.....	855,133	685,008	205,023	29.9	818,798	587,682	225,197	38.3
South Carolina.....	675,421	477,380	179,240	37.5	578,812	406,940	193,585	47.6
Tennessee.....	999,392	734,155	156,883	21.4	875,933	635,354	184,271	23.0
Texas.....	1,469,810	1,034,014	137,217	13.2	1,082,970	733,972	157,921	21.4
Virginia.....	528,287	685,061	154,230	22.5	831,702	613,257	188,693	30.8
West Virginia.....	459,553	333,673	38,676	11.6	372,509	267,962	41,001	15.5

TABLE 33.—Sixteen former slave States and the District of Columbia—Number and per cent of illiterates in female population 10 years of age and over: 1870 and 1880.

States.	1880.				1870.			
	Total female population.	Female population 10 years of age and over.	Illiterates.		Total female population.	Female population 10 years of age and over.	Illiterates.	
			Number.	Per cent.			Number.	Per cent.
Total.....	9,285,517	6,445,766	2,473,812	38.3	7,021,990	.....	.....	.....
Alabama.....	639,876	437,685	228,204	52.1	508,254	.....	.....	.....
Arkansas.....	856,246	253,691	103,412	40.8	236,210	.....	.....	.....
Delaware.....	72,500	54,853	10,020	18.3	62,387	.....	.....	.....
District of Columbia.....	94,046	73,478	15,730	21.4	69,508	.....	.....	.....
Florida.....	133,049	91,175	41,748	45.8	95,200	.....	.....	.....
Georgia.....	779,199	534,010	273,077	51.1	605,154	.....	.....	.....
Kentucky.....	816,100	577,074	179,363	31.1	655,336	.....	.....	.....
Louisiana.....	471,192	327,066	163,845	50.1	364,750	.....	.....	.....
Maryland.....	472,756	353,743	70,984	20.1	395,910	.....	.....	.....
Mississippi.....	564,420	378,132	192,675	51.0	414,501	.....	.....	.....
Missouri.....	1,041,193	740,669	105,582	14.3	824,948	.....	.....	.....
North Carolina.....	711,842	494,683	250,779	50.7	552,657	.....	.....	.....
South Carolina.....	505,169	343,092	136,041	39.6	361,704	.....	.....	.....
Tennessee.....	773,082	537,571	219,081	40.8	635,173	.....	.....	.....
Texas.....	753,909	495,268	155,385	31.4	495,622	.....	.....	.....
Virginia.....	763,976	542,639	222,790	41.1	628,105	.....	.....	.....
West Virginia.....	303,962	210,987	45,096	21.4	219,171	.....	.....	.....

TABLE 34.—Sixteen former slave States and the District of Columbia—Number and per cent of illiterates in total white population 10 years of age and over: 1890 and 1900.

States.	1900.				1890.			
	Total white population.	White population 10 years of age and over.	Illiterates.		Total white population.	White population 10 years of age and over.	Illiterates.	
			Number.	Per cent.			Number.	Per cent.
Total.....	18,796,609	13,784,887	1,480,095	10.7	15,548,817	11,295,435	1,545,286	13.7
Alabama.....	1,001,152	714,883	104,883	14.7	833,178	590,115	107,335	18.2
Arkansas.....	944,580	670,409	77,160	11.5	818,752	569,659	93,090	16.3
Delaware.....	153,977	121,913	8,548	7.0	140,066	110,359	8,186	7.4
District of Columbia.....	191,532	159,423	2,480	1.6	154,695	127,526	3,495	2.7
Florida.....	297,333	216,510	19,184	8.9	221,949	164,216	18,516	11.3
Georgia.....	1,181,294	853,029	101,264	11.9	978,357	701,585	114,691	16.3
Kentucky.....	1,862,309	1,339,842	174,768	12.8	1,590,462	1,162,342	183,851	15.8
Louisiana.....	729,612	524,753	96,551	18.4	558,395	402,041	80,939	20.1
Maryland.....	952,424	740,806	38,694	5.2	826,493	637,499	44,653	7.0
Mississippi.....	641,200	458,467	36,844	8.0	544,851	385,099	45,755	11.9
Missouri.....	2,944,843	2,241,704	116,349	5.2	2,528,458	1,881,478	133,866	7.1
North Carolina.....	1,263,603	904,978	175,907	19.4	1,055,382	754,857	173,722	23.0
South Carolina.....	557,807	404,860	54,719	13.5	462,008	332,174	59,443	17.9
Tennessee.....	1,540,186	1,125,968	159,086	14.1	1,336,637	966,831	172,169	17.8
Texas.....	2,426,669	1,723,030	146,487	8.5	1,745,935	1,228,601	132,889	10.8
Virginia.....	1,192,855	885,037	98,160	11.1	1,020,122	756,252	105,058	13.9
West Virginia.....	915,233	637,275	69,011	10.3	730,077	524,801	68,188	13.0

TABLE 35.—Sixteen former slave States and the District of Columbia—Number and per cent of illiterates in total white population 10 years of age and over: 1870 and 1880.

States.	1880.				1870.			
	Total white population.	White population 10 years of age and over.	Illiterates.		Total white population.	White population 10 years of age and over.	Illiterates.	
			Number.	Per cent.			Number.	Per cent.
Total.....	12,578,253	8,834,948	1,676,939	18.9	9,466,355	6,792,281	1,490,779	21.9
Alabama.....	662,185	452,722	111,767	24.7	521,384	377,967	92,059	24.4
Arkansas.....	591,531	395,905	98,542	25.0	362,115	256,488	64,095	25.0
Delaware.....	120,160	91,611	8,346	9.1	102,221	76,016	11,280	14.8
District of Columbia.....	118,006	91,872	3,988	4.3	88,278	66,620	4,876	7.3
Florida.....	142,605	99,137	19,763	19.9	96,057	68,371	18,904	27.6
Georgia.....	816,906	563,977	128,934	22.9	638,926	462,718	124,939	27.0
Kentucky.....	1,377,179	973,275	214,497	22.0	1,098,692	773,653	201,077	26.0
Louisiana.....	454,954	320,917	58,951	18.4	362,065	264,033	50,749	19.2
Maryland.....	724,633	544,086	44,316	8.1	605,497	447,731	46,792	10.4
Mississippi.....	479,398	328,296	53,448	16.3	332,896	276,132	48,028	17.4
Missouri.....	2,021,826	1,453,238	152,510	10.5	1,603,146	1,122,175	161,763	14.4
North Carolina.....	867,242	608,806	192,032	31.5	678,470	497,132	166,397	33.5
South Carolina.....	391,105	272,706	59,777	21.9	289,667	213,794	55,167	25.8
Tennessee.....	1,138,831	790,744	216,227	27.3	936,119	665,390	178,727	26.9
Texas.....	1,197,237	808,931	123,912	15.3	564,700	401,110	70,895	17.7
Virginia.....	880,858	630,584	114,692	18.2	712,089	527,432	123,538	23.4
West Virginia.....	592,537	410,141	75,237	18.3	424,033	295,519	71,493	24.2

TABLE 36.—Sixteen former slave States and the District of Columbia—Total illiterate population 10 years of age and over, classified by sex and degree of illiteracy: 1900.

States.	Aggregate.			Number who can read but can not write.			Number who can neither read nor write.		
	Total.	Males.	Fe-males.	Total.	Males.	Fe-males.	Total.	Males.	Fe-males.
Total	4,224,943	2,051,381	2,173,612	604,374	281,060	323,314	3,620,569	1,770,271	1,850,298
Alabama	443,590	212,579	231,011	57,340	27,411	29,929	336,250	185,168	201,082
Arkansas	190,655	91,483	99,172	38,018	17,520	20,498	152,637	73,963	78,674
Delaware	17,581	8,882	8,649	1,989	843	1,096	15,592	8,059	7,553
District of Columbia..	20,028	7,807	12,221	2,119	773	1,346	17,909	7,034	10,875
Florida	84,285	41,420	42,865	11,320	5,722	5,598	72,965	35,698	37,267
Georgia	480,420	231,880	248,540	61,659	30,213	31,446	418,761	201,667	217,094
Kentucky	262,954	131,939	131,015	47,904	21,798	26,106	215,050	110,141	104,909
Louisiana	381,145	183,318	197,827	22,786	11,487	11,349	358,359	171,881	186,478
Maryland	101,947	49,110	52,837	11,711	4,836	6,875	90,236	44,274	45,962
Mississippi.....	351,461	170,827	180,634	44,458	22,413	22,045	307,003	148,414	158,589
Missouri	152,844	75,272	77,572	35,460	16,103	19,357	117,384	59,169	58,215
North Carolina	386,251	181,228	205,023	70,066	28,899	41,107	316,245	152,329	163,916
South Carolina	338,659	159,419	179,240	39,216	18,824	20,392	299,443	140,595	158,848
Tennessee	306,960	150,047	156,833	60,892	27,089	33,803	246,088	122,958	123,080
Texas	314,018	156,801	157,217	40,479	19,670	20,800	273,548	137,131	136,417
Virginia	312,120	157,890	154,230	37,515	17,969	19,546	274,605	139,921	134,684
West Virginia	80,105	41,429	38,676	21,561	9,540	12,021	58,544	31,889	26,655

TABLE 37.—Sixteen former slave States and the District of Columbia—Illiterate white population 10 years of age and over, classified by sex and degree of illiteracy: 1900.

States.	Aggregate.			Number who can read, but can not write.			Number who can neither read nor write.		
	Total.	Males.	Fe-males.	Total.	Males.	Fe-males.	Total.	Males.	Fe-males.
Total	1,480,095	731,896	748,199	316,769	137,780	178,989	1,163,326	594,116	569,210
Alabama	104,883	50,812	54,071	24,441	10,850	13,591	80,442	39,962	40,480
Arkansas	77,160	37,429	39,731	21,832	9,572	12,260	55,328	27,857	27,471
Delaware	8,548	4,499	4,049	1,159	489	670	7,389	4,010	3,379
District of Columbia..	2,480	1,007	1,473	336	86	250	2,144	921	1,223
Florida	19,184	9,214	9,970	3,486	1,568	1,918	15,698	7,646	8,052
Georgia	101,264	49,078	52,186	22,414	9,805	12,609	78,850	39,273	39,577
Kentucky	174,768	87,496	87,272	33,836	17,373	21,463	135,932	70,123	65,809
Louisiana	96,551	48,277	48,274	4,894	2,443	2,451	91,657	45,834	45,823
Maryland	38,694	18,551	20,143	5,932	2,180	3,752	32,762	16,371	16,391
Mississippi.....	36,844	19,035	17,809	8,220	3,936	4,284	28,624	15,099	13,525
Missouri	116,349	57,841	58,508	30,469	13,726	16,734	85,889	44,115	41,774
North Carolina	175,907	82,492	93,415	43,126	16,633	26,493	132,781	65,859	66,922
South Carolina	54,719	26,900	27,819	9,871	4,371	5,500	44,848	22,529	22,319
Tennessee	359,086	177,275	181,811	41,416	17,439	23,977	117,670	59,836	57,834
Texas	146,487	75,066	70,881	21,336	10,136	11,200	125,151	63,470	59,681
Virginia	98,160	51,866	46,294	19,144	8,679	10,465	79,016	43,187	35,829
West Virginia	69,011	34,518	34,493	19,866	8,494	11,372	49,145	26,024	23,121

TABLE 38.—*Sixteen former slave States and the District of Columbia—Illiterate native white population 10 years of age and over, classified by sex and degree of illiteracy: 1900.*

States.	Aggregate.			Number who can read but can not write.			Number who can neither read nor write.		
	Total.	Males.	Fe-males.	Total.	Males.	Fe-males.	Total.	Males.	Fe-males.
Total	1,357,532	673,073	684,459	304,329	133,044	171,285	1,053,203	540,029	513,174
Alabama	103,570	50,674	53,496	24,265	10,767	13,498	79,305	39,307	39,998
Arkansas	76,036	36,849	39,187	21,616	9,464	12,152	54,420	27,385	27,085
Delaware	6,072	3,198	2,874	876	391	485	5,196	2,807	2,389
District of Columbia..	1,133	509	629	164	45	119	974	464	510
Florida	17,039	8,189	8,850	3,196	1,431	1,765	13,843	6,758	7,085
Georgia	100,431	48,681	51,750	22,268	9,731	12,537	78,163	38,950	39,213
Kentucky	169,324	85,256	84,063	37,807	17,020	20,787	131,517	68,236	63,281
Louisiana	82,227	40,862	41,365	4,374	2,221	2,153	77,853	38,641	39,212
Maryland	26,432	13,670	12,762	4,354	1,666	2,688	22,078	12,004	10,074
Mississippi	36,038	18,557	17,481	8,128	3,882	4,246	27,910	14,675	13,235
Missouri	96,405	49,840	46,565	26,678	12,404	14,274	69,727	37,436	32,291
North Carolina	175,645	82,338	93,307	43,097	16,617	26,480	132,548	65,721	66,827
South Carolina	54,375	25,731	27,644	9,815	4,319	5,466	44,560	22,382	22,178
Tennessee	157,396	76,469	80,927	41,196	17,340	23,856	116,200	59,129	57,071
Texas	95,006	49,935	45,071	18,348	8,996	9,352	76,658	40,939	35,719
Virginia	96,117	50,609	45,508	18,913	8,553	10,360	77,204	42,056	35,148
West Virginia	64,281	31,366	32,975	19,231	8,167	11,067	45,047	23,139	21,908

TABLE 39.—*Sixteen former slave States and the District of Columbia—Illiterate foreign white population 10 years of age and over, classified by sex and degree of illiteracy: 1900.*

States.	Aggregate.			Number who can read but can not write.			Number who can neither read nor write.		
	Total.	Males.	Fe-males.	Total.	Males.	Fe-males.	Total.	Males.	Fe-males.
Total	122,563	58,823	63,740	12,440	4,736	7,704	110,123	54,087	56,036
Alabama	1,313	738	575	176	83	93	1,137	655	482
Arkansas	1,124	580	544	216	108	108	908	472	436
Delaware	2,476	1,301	1,175	283	68	185	2,193	1,203	990
District of Columbia..	1,342	498	844	172	41	131	1,170	457	713
Florida	2,145	1,025	1,120	250	137	153	1,855	888	967
Georgia	833	397	436	146	74	72	687	325	364
Kentucky	5,444	2,240	3,204	1,029	353	676	4,415	1,887	2,528
Louisiana	14,324	7,415	6,909	520	222	298	13,804	7,193	6,611
Maryland	12,262	4,881	7,381	1,578	514	1,064	10,684	4,367	6,317
Mississippi	806	478	328	92	54	38	714	424	290
Missouri	19,944	8,001	11,943	3,782	1,322	2,460	16,162	6,679	9,483
North Carolina	262	154	108	29	16	13	233	138	95
South Carolina	544	169	175	56	22	34	288	147	141
Tennessee	1,690	806	884	220	99	121	1,470	707	763
Texas	51,481	25,671	25,810	2,988	1,140	1,848	48,493	24,531	23,962
Virginia	2,043	1,257	786	231	126	105	1,812	1,131	681
West Virginia	4,730	3,212	1,518	632	327	305	4,098	2,885	1,213

TABLE 40.—Sixteen former slave States and the District of Columbia—Illiterate negro population 10 years of age and over, classified by sex and degree of illiteracy: 1900.

States.	Aggregate.			Number who can read, but can not write.			Number who can neither read nor write.		
	Total.	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.
Total	2,739,126	1,316,056	1,423,070	287,169	143,020	144,149	2,451,957	1,173,036	1,278,921
Alabama	338,605	161,708	176,897	32,890	16,555	16,335	305,715	145,153	160,562
Arkansas	113,453	54,015	59,438	16,182	7,945	8,237	97,271	46,070	51,201
Delaware	8,967	4,367	4,600	780	354	426	8,187	4,013	4,174
District of Columbia ..	17,462	6,716	10,746	1,776	680	1,096	15,686	6,036	9,650
Florida	64,816	32,027	32,789	7,830	4,150	3,680	56,986	27,877	29,109
Georgia	379,667	182,719	196,348	39,239	20,403	18,836	339,828	162,316	177,512
Kentucky	88,137	44,417	43,720	9,066	4,424	4,642	79,071	39,993	39,078
Louisiana	284,028	134,642	149,386	17,879	8,983	8,896	266,149	125,659	140,490
Maryland	63,053	30,340	32,693	5,763	2,640	3,123	57,270	27,700	29,570
Mississippi	313,312	151,131	162,181	36,188	18,447	17,741	277,124	132,684	144,440
Missouri	36,390	17,326	19,054	4,989	2,367	2,622	31,401	14,969	16,432
North Carolina	208,132	97,688	110,444	26,598	12,121	14,477	181,534	85,567	95,967
South Carolina	283,883	132,481	151,402	29,344	14,452	14,892	254,539	118,029	136,510
Tennessee	147,784	72,728	75,056	19,470	9,648	9,822	128,314	63,080	65,234
Texas	167,138	80,919	86,219	19,115	9,521	9,594	148,023	71,398	76,625
Virginia	213,836	105,921	107,915	18,366	9,285	9,081	195,470	96,636	98,834
West Virginia	11,083	6,901	4,182	1,694	1,045	649	9,389	5,856	3,533

TABLE 41.—Sixteen former slave States and the District of Columbia—Total illiterate population 10 years of age and over, classified by sex and age periods: 1900.

States.	10 to 14 years.			15 to 20 years.			21 years and over.		
	Total.	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.
Total	519,819	293,499	226,320	581,826	320,753	261,073	3,123,298	1,437,079	1,686,219
Alabama	66,072	36,827	29,245	67,512	36,103	31,409	310,006	139,649	170,357
Arkansas	26,972	15,259	11,713	24,438	13,639	10,879	139,195	62,615	76,580
Delaware	845	497	348	1,416	847	569	15,270	7,538	7,732
District of Columbia ..	398	236	162	1,026	519	507	18,604	7,052	11,552
Florida	8,389	4,855	3,534	10,448	5,716	4,732	65,448	30,849	34,599
Georgia	63,329	36,301	27,028	69,466	37,332	32,134	347,625	158,247	189,378
Kentucky	21,247	12,405	8,842	28,627	17,006	11,621	213,080	102,528	110,552
Louisiana	55,691	29,521	26,170	61,963	31,159	30,804	263,491	122,638	140,853
Maryland	5,859	3,347	2,512	9,484	5,411	4,073	86,604	40,352	46,252
Mississippi	44,334	25,204	19,130	51,130	27,566	23,564	255,997	118,057	137,940
Missouri	11,660	6,970	4,690	12,582	7,975	4,607	128,602	60,327	68,275
North Carolina	51,190	28,558	22,632	53,814	30,012	23,802	281,247	122,658	158,589
South Carolina	51,536	28,363	23,173	60,720	31,540	29,180	226,403	99,516	126,887
Tennessee	36,375	21,065	15,310	39,083	23,131	15,952	231,472	105,851	125,621
Texas	35,491	20,332	15,159	40,313	22,686	17,627	238,214	113,783	124,431
Virginia	34,612	20,348	14,264	40,168	24,189	15,979	237,340	113,353	123,987
West Virginia	5,819	3,411	2,408	9,586	5,952	3,634	64,700	32,066	32,634

TABLE 42.—Sixteen former slave States and the District of Columbia—Illiterate white population 10 years of age and over, classified by sex and age periods: 1900.

States.	10 to 14 years.			15 to 20 years.			21 years and over.		
	Total.	Males.	Fe-males.	Total.	Males.	Fe-males.	Total.	Males.	Fe-males.
Total	193,751	111,653	82,098	194,255	112,752	81,503	1,092,089	507,491	584,598
Alabama	18,804	10,700	8,104	14,992	8,498	6,494	71,087	31,614	39,473
Arkansas	13,256	7,835	5,421	10,178	6,071	4,107	53,726	23,523	30,203
Delaware	295	181	114	588	373	215	7,665	3,915	3,720
District of Columbia..	43	23	20	98	40	58	2,339	944	1,395
Florida	2,478	1,455	1,023	2,132	1,201	931	14,574	6,558	8,016
Georgia	14,923	8,798	6,125	13,508	7,822	5,686	72,833	32,458	40,375
Kentucky	16,290	9,453	6,837	21,066	12,526	8,540	137,412	65,517	71,895
Louisiana	14,513	7,813	6,700	16,167	8,425	7,742	65,871	32,039	33,832
Maryland	1,803	1,061	742	3,077	1,812	1,265	33,814	15,678	18,136
Mississippi	6,156	3,732	2,424	4,964	3,010	1,954	25,724	12,293	13,431
Missouri	9,872	5,920	3,952	10,195	6,511	3,684	96,282	45,410	50,872
North Carolina	25,444	14,298	11,146	24,172	13,720	10,452	126,291	54,474	71,817
South Carolina	9,996	5,654	4,342	9,508	5,381	4,127	35,215	15,865	19,350
Tennessee	21,473	12,446	9,927	20,893	12,411	8,482	116,720	52,418	64,302
Texas	20,819	11,882	8,937	21,333	11,934	9,399	104,335	51,790	52,545
Virginia	12,258	7,261	4,997	13,197	8,112	5,085	72,705	36,493	36,212
West Virginia	5,328	3,141	2,187	8,187	4,905	3,282	55,496	26,472	29,024

TABLE 43.—Sixteen former slave States and the District of Columbia—Illiterate negro population 10 years of age and over, classified by sex and age periods: 1900.

States.	10 to 14 years.			15 to 20 years.			21 years and over.		
	Total.	Males.	Fe-males.	Total.	Males.	Fe-males.	Total.	Males.	Females.
Total	325,396	181,470	143,926	386,755	207,583	179,172	2,026,975	927,003	1,099,972
Alabama	47,249	26,117	21,132	52,499	27,594	24,905	238,857	107,997	130,860
Arkansas	13,716	7,424	6,292	14,308	7,537	6,771	85,429	39,054	46,375
Delaware	550	316	234	827	473	354	7,590	3,578	4,012
District of Columbia..	355	213	142	926	479	447	16,181	6,024	10,157
Florida	5,865	3,366	2,499	8,268	4,490	3,778	50,683	24,171	26,512
Georgia	48,406	27,503	20,903	55,954	29,506	26,448	274,707	125,710	148,997
Kentucky	4,952	2,950	2,002	7,553	4,477	3,076	75,632	36,990	38,642
Louisiana	41,125	21,681	19,444	45,725	22,699	23,026	197,178	90,262	106,916
Maryland	4,058	2,286	1,770	6,400	3,592	2,808	52,577	24,462	28,115
Mississippi	37,960	21,365	16,595	45,907	24,435	21,472	229,445	105,331	124,114
Missouri	1,786	1,049	737	2,380	1,458	922	32,224	14,829	17,395
North Carolina	25,448	14,079	11,369	29,327	16,120	13,207	153,357	67,489	85,868
South Carolina	41,535	22,705	18,830	51,208	26,158	25,050	191,140	83,618	107,522
Tennessee	14,900	8,618	6,282	18,181	10,714	7,467	114,703	53,396	61,307
Texas	14,648	8,441	6,207	18,931	10,734	8,197	133,559	61,744	71,815
Virginia	22,351	13,087	9,267	26,962	16,070	10,892	164,520	76,764	87,756
West Virginia	491	270	221	1,399	1,047	352	9,193	5,584	3,609

CHAPTER LIII.

CURRENT TOPICS.

Contents.—Compulsory attendance and child-labor laws.—Consolidation of schools and transportation of pupils.—Teachers' pensions.—Foreign students in German universities.—Higher commercial education.—Salaries of officers and supervisors of instruction in certain cities.—Teachers' salaries in cities.—Regulations relating to corporal punishment in cities of over 100,000 inhabitants.—Temperance education in the United States.—Benefactions to education.—Coeducation of the sexes.—Free text-books.—Education in Cuba and Mexico.—Statistics of education, libraries, books, and periodicals in Japan.—The General Education Board.—Education as a factor in success.—The celebration of Founder's Day at Tulane University.—Religious exercises in the public schools.—Statistics of elementary education in foreign countries.

COMPULSORY ATTENDANCE AND CHILD-LABOR LAWS.

The following table has been brought, so far as practicable, down to the date of this report, and in the case of many of the States the legislation of 1903 has been given.

Since the last annual publication of this table Iowa has been added to the list of States having compulsory-attendance laws. The term of required attendance has been extended so as to embrace the full school year in Kansas, Montana, North Dakota, Oregon, and Wisconsin, while in Colorado a like extension has been made to apply to all the schools of the State (instead of being limited to certain districts).

In Vermont the compulsory period has been extended from twenty to twenty-eight weeks, in West Virginia from fifteen to twenty weeks, and in Washington from twelve weeks to four months (six months in graded school districts). The age limits between which attendance is required have been extended one year in Connecticut, Kansas, Nebraska, and Vermont, and two years in Colorado. In New Mexico the age limits have been changed from 8-16 to 7-14, a reduction of one year.

It will be noticed that the trend of legislation is strongly in the direction of requiring the children who are subject to a compulsory law to attend the full term that the schools are in session. This is now the practice in 17 States.

Many additions and changes have been made in the child-labor laws, particularly in the direction of exacting a certain term of school attendance, or requiring a knowledge of reading and writing, as a condition of children engaging in employment, and prohibiting altogether the labor of the younger children. A number of the Southern States passed new laws in 1903 restricting and regulating the employment of children; among these are North and South Carolina, Alabama, and Texas, and probably Arkansas and Virginia. Illinois strengthened its child-labor law, while an attempt to accomplish the same object in Pennsylvania resulted in a complete defeat, the proposed law not even having been reported back by the committee to which it had been referred. A law governing child labor failed of passage in Georgia.

No attempt has been made in the table to note the States regulating the hours of labor of minors where such labor is permitted. Such regulations are now very general.

Many States forbid, or permit only under restrictions, occupations dangerous to the life, limb, morals, or health of children. In some States the employment of children in begging, theatrical and circus exhibitions, on dangerous machinery, in occupations requiring the handling of intoxicating liquors, night work, etc., is specifically forbidden.

Statutory provisions relating to compulsory attendance and child labor.

COMPULSORY EDUCATION.			CHILD LABOR. <i>a</i>		
State.	Age.	Annual period.	Penalty on parents for neglect.	Age under which specified employments are forbidden.	Educational restrictions on child labor.
Alabama				10 years, in factories and mines; 12 years, in factories, unless orphans, or children of the widowed or disabled.	
Alaska				21 years, in bar rooms	
Arizona	8-14	12 weeks; 6 consecutive	\$5 to \$25	14 years, in mines	Children under 16 years, unable to read and write, may not be employed in mines.
Arkansas				12 years, in any factory, workshop, or mercantile establishment.	
California	8-14	5 months; 18 weeks consecutive	First, not over \$10 or 5 days' imprisonment; subsequent, \$10 to \$30; 3 to 25 days, or both.	14 years, in any underground works, mine, smelter, mill, or factory; 12 years, in coal mines (boys). No girls may be employed in coal mines.	Unlawful to employ children under 14 during school term unless they have complied with the school attendance law; under 16, unable to read and write, unless attending day or night school.
Colorado	6-8-16	Full term	\$5 to \$25	14 years, in any mechanical, mercantile, or manufacturing establishment.	Children under 14 may not be employed while school is in session; nor between 14 and 16, if enrolled in school.
Connecticut	6-7-16	Full term	Not exceeding \$5 each week of absence.		
District of Columbia, Florida	8-14	12 weeks; 6 consecutive	Not exceeding \$20	Children under 15 may not be employed more than 60 days without consent of legal guardian.	
Idaho	8-14	12 weeks; 8 consecutive	First, not less than \$5; subsequent, \$10 to \$50, with costs.	14 years, in mines (constitution of State).	
Illinois	7-14	16 weeks; 6 consecutive. Time to commence with beginning of first term of school year for pupils under 10 years of age, and not later than December 1 of said year for pupils over 10.	\$1 to \$5 and costs; stand committed till paid. Penalty for false statements as to age or attendance, \$3 to \$20.	14 years, in any occupation for wages. Girls may not work in mines at any age.	Every child under 16 working for wages must have a school certificate; if unable to read and write must attend evening school, if any.
Indiana	6-7-14	Full term	\$5 to \$25, and, in discretion of court, imprisonment 2 to 90 days.	14 years, in any manufacturing or mercantile establishment, mine, quarry, laundry, renovating works, bakery, or printing office.	Children under 16, unable to read and write English, may not be employed in foregoing employments except in vacation of public schools.
Iowa	6-7-14	12 consecutive weeks	\$3 to \$20	12 years, in mines (boys)	Same as Arkansas, and must have attended school 3 months in the year.
Kansas	6-8-15	Full term <i>e</i>	\$5 to \$25	12 years, in coal mines	

Kentucky	7-14	8 consecutive weeks.....	First, \$5 to \$20; subsequent, \$10 to \$50.	14 years, in any workshop, factory, or mine, without written consent of parent and county judge, under penalty of \$25 to \$250. 12 years (boys), 14 (girls), in any factory, warehouse, or workshop.	Children under 14 must not be employed in foregoing employments, or in clothing, dress-making, or millinery establishments, nor by itinerant musicians, unless they have attended school 4 months in preceding year.
Maine	a 7-14	Full term.....	Not exceeding \$25, or imprisonment not exceeding 30 days.	12 years, in any manufacturing or mercantile establishment.	Children under 15 shall not be employed in any manufacturing or mercantile establishment, except during vacation, unless they have attended school 16 weeks during preceding year.
Maryland	g 8-12	Full term.....	Not exceeding \$5.....	14 years, in mills and factories (except earning establishments) unless self widowed mother or invalid father solely dependent upon such employment. 19 counties exempt from law.	No minor 12 to 16, unable to read and write English, may be employed where there is an evening school unless attending that or another school.
Massachusetts	h 7-14	Full term.....	Not exceeding \$20.....	14 years, in factories, workshops, or mercantile establishments; 14, in any other employment for wages during school hours; 18 years, handling intoxicating liquors (except in drug stores). 14 years, in manufacturing establishments, hotels, or stores. (Law does not apply to canning or evaporating works.)	Children under 14 (see preceding column); over 14, who cannot read and write English, shall not be employed where there is an evening school unless they attend the same, or at a day school.
Michigan	i 8-15	4 months; full term in cities having a duly constituted police force.	Fine of \$5 to \$50, or imprisonment 2 to 90 days, or both.	14 years, in factories, workshops, or mines; 14 years, in mercantile establishments, telegraph, telephone, or public messengers companies, except during vacation of public schools; 16 years, in any occupation dangerous to life, limb, health, or morals.	Children under 16, unable to read and write, may not be employed in manufacturing establishments.
Minnesota	8-16	12 weeks; 6 consecutive.....	First, \$25; subsequent, \$25 to \$50.....	14 years, in factories, workshops, or mines; 14 years, in mercantile establishments, telegraph, telephone, or public messengers companies, except during vacation of public schools; 16 years, in any occupation dangerous to life, limb, health, or morals.	Children under school age (16 years) may not be employed in any occupation unless they have attended school the prescribed period; under 16, unable to read and write English, may not be employed in any indoor occupation (except in vacation) unless attending day or evening school.

a See remarks introductory to the table.

b Children 14 to 16 whose labor is necessary to their own or parents' support are excused.

c Not applicable to children over 14 lawfully employed to labor at home or elsewhere.

d Inclusive.

e 8 weeks for children over 14 who can read and write English and are at work to support themselves or others.

f The provisions tabulated for Maryland (except in fifth column) are those of the act of 1922, whose operation is limited to Baltimore City and Allegany County.

g To 16 unless regularly employed to labor at home or elsewhere.

h To 16 if wandering about public places without lawful occupation.

i In cities 7 to 15, and to 16 if wandering about public places without lawful occupation.

Statutory provisions relating to compulsory attendance and child labor—Continued.

COMPULSORY EDUCATION.			CHILD LABOR.		
State.	Age.	Annual period.	Penalty on parents for neglect.	Age under which specified employments are forbidden.	Educational restrictions or child labor.
Mississippi				Children under 21 (boys), under 18 (girls), may not be employed away from home without consent of legal guardian.	
Missouri				14 years, in manufacturing or mechanical establishments, or where work would be dangerous to health of child.	
Montana	6-14	Full term; in no case less than 16 weeks.	\$5 to \$20	14 years, in mines.	Children under 14 not to be employed unless they have completed the studies required by law; from 14 to 16, if unable to read and write English.
Nebraska	7-15	Two-thirds of school term; in no case less than 12 weeks.	\$5 to \$25 (on truant officer)	10 years, in manufacturing, mechanical, industrial, or mercantile establishments; under 12 years, not more than 4 months in the year in railroad shops, factories, shops, or mines.	Foregoing employments unlawful for children under 14 (except during vacations) unless they have attended school 20 weeks the preceding year.
Nevada	8-14	16 weeks; 8 consecutive	First, \$50 to \$100; subsequent, \$100 to \$200; with costs.	12 years in any manufacturing establishment.	No child under 14 may be employed during school hours; 16 years, in any employment if unable to read and write English. No minor unable to read and write English may be employed unless attending day or evening school.
New Hampshire	6-14	Full term	First, \$10; subsequent, \$20.	14 years in factories, workshops, mines, or manufacturing establishments.	
New Jersey	7-12	Full term	\$1 to \$25, or imprisonment 5 to 90 days.	14 years, in factories and in mercantile establishments in villages and cities over 3,000 inhabitants.	Unlawful to employ children 8 to 12 during school term; 12 to 14, unless attendance law complied with.
New Mexico	7-14	3 months	\$5 to \$25, or imprisonment not exceeding 10 days.		
New York	8-16	Full term (October 1 to June 1) between ages of 8 and 12; 80 days between ages of 12 and 14, but full term if unemployed; when unemployed between 14 and 16.	First, not exceeding \$5; subsequent, not exceeding \$50, or imprisonment not exceeding 30 days, or both fine and imprisonment.		
North Carolina				12 years, in any factory or manufacturing establishment (does not apply to oyster canning and packing).	

North Dakota	8-14	Full term.....	\$5 to \$20 (on school official)	12 years, in mines, factories, and workshops (constitution of State).	Children under 14 may not be employed in any manner during school hours unless they have attended school 12 weeks during the year.
Ohio.....	a 8-14	Full term; in no case less than 24 weeks.	\$5 to \$20; on default, imprisonment from 10 to 30 days.	14 years, in factories, shops, mercantile, or other establishments; 15 years, in mines.	No child under 14 may be employed during school hours without certificate of having completed the legal studies; or between 14 and 16 if unable to read and write English.
Oregon	c 8-14	Full term.....	.....	14 years, in any factory, store, workshop, mine, or in the telegraph, telephone or public messenger service.	No child under 14 may be employed for wages or other compensation during school hours; no minor under 16 may be employed while school is maintained, if unable to read and write English.
Pennsylvania	d 8-16	Full term; but the school board of each district has power to reduce this to not less than 70 per cent of the term.	First, not exceeding \$2; subsequent, not exceeding \$5; on default, imprisonment, first, not over 2 days; subsequent, not over 5.	13 years, in factories, manufacturing or mercantile industries, laundries, workshops, renovating works, or printing offices; 10 years, in mines (boys); 14 years, in breakers; girls may not work in mines.	Children under 16 may not be employed in the foregoing "or other industrial establishments," unless they can read and write English, or have attended school 16 weeks in preceding year.
Rhode Island.....	e 7-15	Full term.....	Not exceeding \$20.....	12 years, in factories, manufacturing or mercantile establishments.	Children under 13 may not be employed except during school vacations.
South Carolina.....	.....	.....	.....	10 years after May 1, 1903; 11 after May 1, 1904; 12 after May 1, 1905, in any factory, mine, or textile establishment, except that certain self-dependent children may work in the latter.	The children before specified may work in textile establishments in June, July, and August, if they have attended school 4 months during the year and can read and write.
South Dakota	8-14	12 weeks; 8 consecutive	\$10 to \$20 and costs; stand committed till paid.	14 years, in mines.....	No child 8 to 14 to be employed in any mine, factory, workshop, or mercantile establishment, or, except by parent, in any other manner, during school hours, unless he has attended school 12 weeks during the year.
Tennessee.....	.....	.....	.....	14 years, in workshops, mills, factories, or mines.	Unlawful to employ children 12 to 14, who can not read and write English, in mills, factories, manufacturing or other establishments using machinery; certain self-dependent children excepted.
Texas .....	.....	.....	.....	12 years, in mills, factories, manufacturing or other establishments using machinery; 16 years, in mines, distilleries, or breweries.	Unlawful to employ children 12 to 14, who can not read and write English, in mills, factories, manufacturing or other establishments using machinery; certain self-dependent children excepted.

a To 16 if unemployed.
 b To 16 if unable to read and write English.
 c To 15 if unemployed.

d Not applicable to children over 13 who can read and write and are regularly employed in useful service.
 e Not applicable to children over 13 who are lawfully employed.

Statutory provisions relating to compulsory attendance and child labor—Continued.

State.	COMPULSORY EDUCATION.			CHILD LABOR.	
	Age.	Annual period.	Penalty on parents for neglect.	Age under which specified employments are forbidden.	Educational restrictions on child labor.
Utah	8-14	20 weeks; 10 consecutive.....	First, not exceeding \$10; subsequent, not exceeding \$30, with costs.	14 years, in mines (constitution of State); girls may not work in mines.	No child under 15 may be employed in a mill or factory unless he has attended school 26 weeks the current year; if under 14 and can not read and write he may not be employed during the school sessions he should attend.
Vermont	8-15	28 weeks; continuous, beginning with school year.	\$5 to \$25	10 years, in manufacturing or mechanical establishments.	Children under 15 may not be employed in manufacturing, mechanical, or mercantile establishments, or by telegraph or telephone companies (except in vacation) unless they have attended school a prescribed period the previous year, or have attained reasonable proficiency in common branches.
Washington	8-15	4 months; in graded school districts in incorporated places, 6 months.	\$10 to \$25	14 years, in mines (boys); girls may not work in mines.	
West Virginia	8-14	20 weeks.....	First, \$2; subsequent, \$5.....	12 years, in mines, factories, workshops, manufacturing, or establishments where goods or wares are manufactured.	Children 12 to 14 may not be employed in any occupation for wages, except during school vacations, by specified written permit, in stores, offices, hotels, mercantile establishments, laundries, telegraph, telephone, or public messenger service, where they reside.
Wisconsin	7-14	Full term; in cities not less than 8, elsewhere not less than 5 calendar months.	\$5 to \$50, or imprisonment not over 3 months.	12 years, in any occupation for wages; 14 years, in factories, workshops, bowling alleys, bar rooms, beer gardens, mines.	
Wyoming.....	6-21	12 weeks.....	Not exceeding \$25.....	14 years, in mines (constitution of State); girls may not work in mines.	
United States laws (for Territories).				12 years, in the underground workings of any mine.	

^aTo 16, if not regularly and usually employed at home or elsewhere.

^bPenalty only for child 7 to 16, or one living idly and loitering about public places.

CONSOLIDATION OF SCHOOLS AND TRANSPORTATION OF PUPILS.^a

[For further information on this subject see the Annual Report of this Office for 1894-95, Vol. II, pp. 1469-1482; 1895-96, II, 1353-1358; 1898-99, I, 526-529; 1899-1900, II, 2581-2584; 1900-1901, I, 161-213, and II, 2396-2402.

The June, 1903, number of the Western Journal of Education (San Francisco) is devoted especially to the consolidation of school districts and the transportation of pupils. A useful and general compilation of information on the subject is given in the Iowa Sch. Rep., 1900-1901, pp. 39-97. See also Indiana Rep., 1901-2, pp. 725-763; N. C. Rep., 1901-2, pp. xviii-xxvi and 365-373; Minn. Rep., 1901-2, pp. 271-290; Mich. Rep., 1901, pp. 6-34; Conn. Rep., 1902, pp. 186-190; Kans. Rep., 1901-2, pp. 33-48; The Review of Reviews, Dec., 1902, pp. 702-710.]

The practice of consolidating two or more small schools and transporting the more distant pupils of the discontinued schools to the central (usually graded) school at the public expense has been resorted to, either under specific provisions or under the general authority of the law, in the following States: California,^a Colorado,^a Connecticut, Florida, Georgia, Indiana, Iowa, Kansas, Maine, Massachusetts, Michigan, Minnesota, Nebraska, New Hampshire, New Jersey, New York, North Dakota, Ohio, Pennsylvania, Rhode Island, South Dakota, Vermont, Washington,^a and Wisconsin.

Notable movements toward the consolidation of schools, but without the feature of transportation, have been recently inaugurated in North Carolina and Missouri. Some progress in the same direction has also been made in Louisiana.

The following tables give the available statistics on the subject. It will be seen that Maine expends the largest proportion of its school money for transportation, about 3½ per cent of the total. In Connecticut the proportion expended for transportation is minute (about one-tenth that of Maine).

Per cent of total expenditure used for transportation.

School year.	Maine.		Vermont.		Massachusetts.		Connecticut.		New Jersey.	
	Expended for transportation.	Per cent of total.	Expended for transportation.	Per cent of total.	Expended for transportation.	Per cent of total.	Expended for transportation.	Per cent of total.	Expended for transportation.	Per cent of total.
1888-89					\$22, 118	0. 29				
1889-90					24, 145	. 29				
1890-91					30, 649	. 36				
1891-92					38, 726	. 42				
1892-93					50, 590	. 52				
1893-94					63, 618	. 64				
1894-95			\$12, 941	1. 41	76, 608	. 72				
1895-96	\$17, 739	2. 91	18, 429	1. 73	91, 136	. 77				
1896-97	28, 818	1. 81	18, 521	2. 04	105, 317	. 85				
1897-98	38, 961	2. 41	18, 306	1. 96	123, 032	. 90	\$11, 416	0. 38		
1898-99	50, 118	3. 20	20, 881	2. 14	127, 409	. 92	10, 752	. 34		
1899-1900	51, 050	2. 98	26, 492	2. 47	141, 754	1. 03	9, 817	. 31		
1900-1901	54, 037	3. 13	32, 034	2. 90	151, 773	1. 07	12, 838	. 38	\$4, 421	0. 06
1901-2	62, 179	3. 46	36, 563	3. 34	165, 597	1. 09			6, 435	. 09

Expenditure per pupil transported.

School year.	Vermont.		Connecticut.	
	Number of pupils transported.	Average cost.	Number of pupils transported.	Average cost.
1894-95	921	\$14. 05		
1895-96	1, 347	13. 68		
1896-97	1, 309	14. 15		
1897-98	1, 574	11. 63	840	\$13. 45
1898-99	1, 652	12. 64	773	13. 91
1899-1900	2, 062	12. 85	639	15. 36
1900-1901	2, 540	12. 61	780	16. 46
1901-2	2, 517	14. 53		

^a Law of 1903.

In Vermont, the average annual cost per pupil for the 8 years tabulated has been \$13.27, which, with a school term of 155 days, makes the expense of transportation about 8½ cents a day for each pupil. In Connecticut, with a school term of 189 days, the daily cost for 4 years has been about 7⅝ cents. These are averages. In individual cases the cost varies greatly, according to the particular circumstances in each case.

While this movement of consolidation has spread to all parts of the country, it is only in a few localities in any State that the system has been adopted, and in fewer still that it has become a settled policy. Generally it is in the experimental stage.

The practical working of systems of centralized schools, wherever they have been established, is being watched with more than ordinary interest by school officials in nearly all sections of the Union, as furnishing a possible solution of the problem of improved rural schools. There is a natural reluctance on their part to enter upon any far-reaching changes whose wisdom has not been practically demonstrated by examples and object lessons in their immediate neighborhood and under similar conditions—topographical, climatic, racial, economical, administrative, etc. "I think most of the boards," writes Supt. E. H. Wood, of Jerauld County, S. Dak., "would be glad to have the plan tried in an adjoining county. They do not care to be educated by facts and figures from abroad and are loath to experiment."

As to the contagious influence of a concrete example near by, Mr. C. G. Williams, trustee of a consolidated district in Ohio, says:

As further evidence that centralization is here to stay, attention should be called to the fact that while Gustavus was the first township in this county to adopt this system, since we have adopted it every township adjoining us has adopted it and at the present time has in operation similar schools. Those who are nearest us seem to be most favorably impressed with its benefits.

In this, as in considering any other innovation, school authorities are justified in exercising a prudent conservatism. Not all examples are as successful as that of Gustavus Township. The following account, for instance, is a statement of the experience of the consolidated school of Broadlawn, N. Dak. (N. Dak. Rep. 1901-2, pp. 300-301):

During the winter of 1901-2 an eight months' term was held, with partial success. Four routes, from 8 to 10 miles long, were established. The vehicles used for transporting the children were furnished by the district. Many complained about their children taking cold on the way to and from school, for it required from one and one-half to two hours to make the trip. Smallpox and scarlet fever also interfered with the working of the school. One hundred and five pupils were enrolled, with an average attendance of 48 for the entire term. The irregular attendance caused poor work to be done. Transportation charges and teachers' wages amounted to \$250 per month, not counting incidentals. The school is in its experimental stage, but I think it will be a success in time.

Broadlawn district will open four rural schools this fall, and the consolidated school during the winter months.

It should be said, however, that few such cases of indifferent success have come to the notice of the Bureau; when they occur they are probably often due to defects in the details of management, arising from inexperience, or else to local or exceptional conditions.

The possibilities of consolidation in the way of furnishing better and cheaper schools have been fully demonstrated, and such being the case its general adoption would seem to be only a question of time.

PRESENT STATUS.

CALIFORNIA.

Two or more school districts in the same county shall be formed into a union school district when so voted at elections held in each of the districts, which must be called by the county superintendent for that purpose on petition of the majority

of heads of families in each district. Joint union school districts may be formed of school districts not in the same county. Methods of procedure for determining the location of the union school or schools are minutely prescribed, also composition and powers of boards of trustees. Course of study to be not less than eight years.

The board of trustees of a union district may contract for the transportation to and from school of such pupils as may seem to be in need of such transportation and pay therefor out of any funds available for the purpose; but such contract must first be approved by the county superintendent. (Stats. 1903, ch. 252, sec. 1674 of Code.)

On May 2 an election was held in San Diego County to vote on the proposition to unite the districts of Merle, Hope, and Encinitas into a union school district. The election was carried, and this becomes the first union under the new law. The future of this union will be watched with interest. (Western Jour. Ed., June, 1903.)

COLORADO.

Two or more contiguous school districts may be consolidated by a majority vote of each district at meetings called upon petition of a stated number of legal voters. (Act approved Feb. 17, 1903.)

A district school board, when authorized by a majority vote at a school meeting, is required to "furnish transportation to and from school to all pupils living more than two miles from the school building; and may, at their discretion, provide for the transportation of any and all pupils residing nearer than two miles from the central building." The school board, however, may board the pupils near the school if cheaper than transporting them. In either case they may pay the expense out of the common school fund, and must levy a tax for the purpose when authorized by a vote of the district.

Or a district board, when authorized as before, must suspend the district school and make arrangements with another district for the instruction of all the pupils, and provide for their transportation, meeting the expense of tuition and transportation as before. (Act approved Feb. 16, 1903.)

CONNECTICUT.

A law of 1889 provided for the discontinuance of small schools and in certain cases their union with schools of adjoining districts. In 1893 free transportation of pupils was authorized. In 1897-98 the number of schools closed was 84; pupils transported, 849; cost, \$11,416. In 1900-1901 there were 780 children transported, at a cost of \$12,838.

The following very instructive table, from the Connecticut School Report of 1900-1901, gives many suggestive details regarding this subject.

Conveyance of children in Connecticut.

Town.	Number schools closed.	Number children carried.	Cost for year 1900-1901.	Remarks.
Berlin	1	32	\$199. 00	The plan was satisfactory to parents and beneficial to schools. 3 children in fifth district attend school in third district. Short Beach district carried the children to the Center district. We have a covered bus in the winter and for stormy days; plan was satisfactory to parents and beneficial to schools.
Bozrah	1	3	(a)	
Branford	1	16	228. 00	
Bristol	1	60	600. 40	\$1 per day to carrier in district No. 9, \$10 per year to each pupil from remote districts, if they attend high school.
Brooklyn	1	6	104. 00	No other reasonable way to provide for these pupils.
Canterbury	1	1	28. 50	We have paid town of Scotland 75 cents per week for conveyance and tuition of 1 scholar.
Chaplin	1	6	116. 00	6 scholars formerly attending at Mount Hope district in Mansfield have for the past 2 years been carried to our Center School; carrier was to furnish covered team, plenty of blankets, and make regular and punctual trips; town to pay 66½ cents per diem; 3 miles each way; plan was satisfactory.

a No cost.

Conveyance of children in Connecticut—Continued.

Town.	Number schools closed.	Number children carried.	Cost for year 1900-1901.	Remarks.
East Granby...	1	14	\$98.00	14 were transported from district No. 6 to Tariffville for fall and winter terms; they walked during spring term; plan was satisfactory.
East Haddam...	1	14	140.65	Paid in proportion to distance and days attendance; plan was not satisfactory to parents, but it was beneficial to schools.
East Haven.....	.....	15	324.00	Conveyance was by stage and cars; plan was satisfactory to parents and beneficial to schools.
East Lyme.....	3	15	870.00	5 pupils conveyed from Macks Mill to Flanders; 5 from Boston to Niantic; 5 from Black Point to Niantic; all by contract; not generally satisfactory to parents, but beneficial to schools.
Easton .....	.....	6	84.00	Arrangements were made with the person who conveyed the children that he should go every day for so much a term; plan was generally satisfactory to parents.
East Windsor...	3	15	573.10	Children were carried from ninth to first district, from fourth to fifth district, from second to first district; some carried by town team and others by individuals; plan was satisfactory to parents and beneficial to schools.
Enfield .....	.....	1,233.75		Paid so much per week for teams, and street railway issued half-fare tickets for school children.
Fairfield.....	5	90	810.00	About 90 children from 5 districts near Greenfield to Greenfield school; we like the plan better every year.
Farmington...	1	10	.....	4 or 5 children have been carried from the North East District and 5 or 6 from the East Farms district to the Center; in both cases on the trolley; plan was satisfactory to parents and beneficial to schools.
Goshen	1	4	60.00	North Goshen school, 4 children who are about 3 miles from the schoolhouse; verbal contract; plan was satisfactory to parents and beneficial to schools.
Griswold	2	16	231.10	Conveyed by parents in most cases; all satisfied.
Harwinton	1	8	135.00	Children from school No. 6 have been conveyed to and from school No. 10; children were met at corner near their homes at certain hours and left there at night.
Killingly	3	21	489.00	From Mashentuck district to Valley district, about 4; from Ledge district to South Killingly district, about 10; from Horse Hill district to South Killingly district, about 7; contractors call at the homes to take and leave children in stormy weather, otherwise take and leave them at convenient points on the route; plan was satisfactory to parents and beneficial to schools.
Lebanon	1	3	48.00	District No. 11 to district No. 12, 1 scholar; district No. 11 to district No. 10, 2 scholars; conveyed by parents; plan satisfactory to all.
Lisbon.....	2	11	312.00	Arrangements were made with the person who conveyed the children to furnish suitable conveyance for all weather and to see that the children were on time; plan was satisfactory to parents and beneficial to schools.
Litchfield	1	16	258.00	We transported from Marsh district to Northfield by contract; plan was satisfactory.
Meriden	1	.....	(a)	Scholars are carried by trolley, and the arrangement seems satisfactory to all.
New Britain...	1	30	375.00	Children have been carried from Stanley Quarter to Bartlett School; arrangements were made to transport them safely and comfortably at a specified sum per week; plan was satisfactory to parents and beneficial to school.
New Hartford..	1	11	266.00	Carried from South East to South East middle district.
Norfolk.....	1	4	18.90	6 cents apiece a day, as shown by the register, carried 4 miles by family; plan satisfactory to parents but not to carriers; of the very highest benefit to the scholars concerned and so to the school.
North Haven..	1	6	90.00	Children were carried from district No. 5; plan was satisfactory to parents and secured better attendance.
North Stonington.	2	6	136.00	The lowest bidder transported 4 children from No. 8 and 2 from No. 12; plan was satisfactory to parents and beneficial to schools.
Old Saybrook..	.....	90	.....	Children have been carried to the graded school from different parts of town; time and route were specified and stipulations covering the keeping of order; the plan suited all.
Plainfield	1	7	190.80	4 were carried from South district to Plainfield, 1 from Black Hill to Plainfield, 2 from Black Hill to Central; carrier received 20 cents a day and in one case 40 cents.
Plainville .....	.....	28	320.00	Children were carried from parts of the town at a distance from the school in a covered wagon both ways every school day; plan was satisfactory to parents and beneficial to schools.
Redding.....	1	9	60.00	To Ridge School, 7 pupils; to Center School, 2 pupils; several families conveyed their own children.
Scotland.....	.....	46	616.72	Required to provide comfortable conveyance.

(a) No cost.

Conveyance of children in Connecticut—Continued.

Town.	Number schools closed.	Number children carried.	Cost for year 1900-1901.	Remarks.
Southington...	1	8	\$48.00	The board offered 20 cents for each child for every day of actual attendance; plan was not satisfactory to the parents; children attended only one term, no one was found who cared to convey the children at 20 cents per day; we are now returning to the old plan of contracting for the conveyance of all children in the district for the year; have found such a good vehicle and driver that there will be no excuse for nonattendance; still the parents want their school reopened; there are only 9 children in the district and 6 of them live 1½ miles or more from the school-house.
Stamford	1	16	130.00	A trolley car was run at the expense of the town during the winter term, to convey children living at Shippan Point to and from the William Street School; the street car company was paid \$2 per day for 13 weeks.
Sterling	3	15	409.45	Lowest bidder conveyed children from No. 2 to No. 4, and from Nos. 6 and 8 to Nos. 7 and 13; plan was satisfactory to parents, but it is of doubtful benefit to schools.
Stonington	1	6	152.30	From No. 19 to No. 2, 4 children; from No. 15 to No. 14, 2 children.
Thomaston	(a)	2	38.00	Town paid \$1 per week for care and feed of horse for a party who lives quite a distance from school.
Waterford	1	(b)	200.00	These children formerly attended school in East Lyme, but since that town discontinued its school (in a joint district) they have been conveyed to the nearest school in our town.
Westbrook	1	2	20.00	Discontinued Kirkland School, transported children to Hayden School; parent moved to vicinity of school and school board allowed above sum for transportation; the plan was satisfactory.
West Hartford.	3	30	688.50	Children were carried from the northern part of the town to the center; town furnished omnibus; driver furnished horses, etc.; plan was satisfactory to parents and beneficial to schools.
Westport	c2	8	251.75	6 pupils were carried to West Saugatuck from Poplar Plains, 2 from North to Cross Highway; plan was not satisfactory at Poplar Plains, and school was reopened.
Winchester....	4	12	229.40	Each parent or guardian was paid for conveying his own children; satisfaction has gradually increased.
Windham .....	....	60	1,494.60	Carried 45 pupils to Windham Center and 15 to Windham street.
Woodbury .....	....	2	30.00	Parent carried his own children from Flanders to Bethlehem.
Woodstock	1	10	131.25	The plan was satisfactory to parents and beneficial to schools.
Total, 49 towns.	59	790	12,838.57	

^aWinter term, 1.

^bAll who required it.

^cFor 6 months, 2.

FLORIDA.

“Several counties have inaugurated the system of consolidating the smaller schools and transporting the pupils by wagons.” (Fla. Rep., 1900, p. 19.)

In the few counties in which consolidation and transportation have been tried the general verdict is that the more important advantages accruing are the following:

1. Decreases the aggregate cost of rural schools or gives greater efficiency at the same cost.
2. Secures to the pupils better instruction, better buildings and equipment, and longer periods for recitation.
3. Insures closer supervision by officials and stronger principals.
4. Conduces to better health and morals.
5. Continues in school country maidens liable to remain at home because of vagabond tramps or large bodies of employed negroes in certain localities.
6. Holds in school youth advanced beyond the curriculum and discipline of most small schools.
7. Relieves mothers anxious about their girls and children of tender years.
8. Eliminates truancy and diminishes irregularity.
9. Causes to attend many out of reach of a school without transportation.
10. Enhances the value of the instruction, because the larger the number of pupils the fewer the grades per teacher, and the more of himself the teacher is enabled to give to each pupil.
11. Awakens healthy rivalry through the inspiration of numbers.

12. Makes compulsory attendance more feasible and justifiable. (Ibid., 1902, p. 28.) Expended for transportation of pupils, 1901, \$3,225; 1902, \$5,427.

Supt. George P. Glenn, of Duval County, reports: Of 45 one-teacher schools for white children, existing in Duval County in 1896, only 10 now remain. Within a year or two these will be merged into concentrated schools located in Duval or one of the adjoining counties. County line concentration is an important phase of this new system of organizing and conducting rural education.

A very practical illustration of the feasible working of such a plan is found in the Maxville school now in operation on the county line between Clay and Duval. The superintendents of these two counties chose a site for the school according to a previous agreement that the county having the preferable site should build a suitable house and that the other should furnish the equipment, and that each should incur half the current expenses of the school when in operation.

The most eligible site fell on the Clay County side of the line, and there now stands a substantial, well-lighted building of three commodious rooms, each accessible by means of a roomy hall and an attractive veranda, all representing Clay County's faith in Duval County's pledge to furnish and equip it. Duval provided 96 new patent sittings for pupils, 3 tables for teachers, 180 square feet of hyloplate black-board, 3 stoves with fixtures, a globe, maps, and window shades, and will continue to supply all portable appliances necessary.

The teachers and patrons of this school are delighted with an enrollment of 80 pupils and an average attendance of 80 per cent.

This school solves the problem of complete concentration of rural schools in Duval County and illustrates the feasibility of assimilating the school interests of adjoining counties to such an extent as to form a State system of concentration.

Twelve of these schools are now in operation in Duval, each accommodating the children of about 60 to 100 square miles of territory.

The concentration of the children into these new schools is accomplished by means of wagonettes, especially designed for the purpose, and provided by the board of public instruction at public expense.

Twenty-seven of these comfortable vehicles are now running at an average cost of \$23.33 per month each.

These conveyances enable us to close 24 of the old one-teacher schools, the current cost of which, if in operation, would have been not less than \$45.50 per month for each.

Hence the transportation system now in operation produces a current saving of \$462 per month over the old system.

Taking from this the increase of salaries for eight assistants at the centralized schools, \$225, and there is still left a net saving of \$237 per month.

Financially, therefore, concentration in Duval County is a very decided success. (Fla. Rep., 1902, 264-265.)

State Superintendent Sheats reports that concentration and transportation are being tried in a few counties. The subject is being agitated throughout the State; the movement is making some progress, but as elsewhere has much opposition to contend against.

GEORGIA.

Several counties in Georgia are experimenting with the transportation of children.

* * * In general, the work in each county has proven satisfactory, both as to cost of operating the system and the quality of the increased service received. (M. B. Dennis in Ga. Rep., 1901, p. 104.)

INDIANA.

The trustee or trustees of a school district or corporation, upon petition of a majority of voters for the abandonment of their schools and the consolidation of their schools with others in the same township, must comply therewith. (Ind. Sch. Law, 1901, sec. 116.)

No township trustee may abandon any district school without written consent of the majority of voters, excepting schools with an average attendance of 12 or less. A school so abandoned must be reestablished upon written petition of two-thirds of the voters. (Sec. 117.)

There are "181 wagons transporting 2,599 pupils at public expense in two-thirds of the counties of Indiana." (Ind. Rep., 1902, p. xi.)

State Superintendent Frank L. Jones, in his report for 1902 (pp. 727-763), gives an account of the progress of improvement in the rural schools in Indiana, from which it is learned that the school officials, State and local, have come to the conclusion that the small school must be abandoned, and that the only question now is one of means. More than one-half the rural schools are too small to be profitably maintained. Both the sentiment of the public and the State laws are helping to promote the consolidation of schools, which "seems to be progressing as rapidly as any new movement should. A gradual adjustment will be looked upon with favor by the patrons, a majority of whom should at all times be in accord with it."

The following letter to State Superintendent Jones gives a parent's view of consolidation:

ROYERTON, IND., October 20, 1902.

MR. F. L. JONES, Superintendent, Indianapolis, Ind.

DEAR SIR: Your letter or request is at hand, asking my opinion about consolidation of schools. While I have not fully considered the subject, and at the same time the consolidation of schools being almost in infancy, it is yet too soon to determine what is best, but will reply. In the beginning I was not in favor of consolidation of schools; can not say that I am yet. While the children may learn some faster, having the advantages of being in larger classes and have most likely better teachers and other surroundings, yet there are some objections of vital importance. While we all love to have our children educated, we must not force them too fast. At the same time we must learn to look after their health, whether it is best to crowd so many in one room or house them like sheep in a fold. One great objection of consolidated schools over the district schools is this: If fatal diseases are carried or start in these schools, then most all of the children of the township are exposed to it. Then, under the ruling of the board of health of our county, the school must close from thirty to forty days, while in district schools if one is exposed the other schools not exposed can go on. Still more, I am not certain the hauling of the children is the best for them at all times. True, there are days in stormy weather of rain and sleet the hauling of them is nice, but in general is it not better for them to walk to school for health by having exercise than to leave a warm room, jump into a cold wagon, and ride from 1 to 3 miles? These are thoughts that must come into the mind of every parent if the hauling system is to go on. I would have the township trustee to be very careful in hiring the teams, get good, gentle teams and careful drivers.

Now to the point: I have been in Hamilton Township, this county, over forty-seven years; have paid my taxes to help build all the schoolhouses in the township, and we had good schools; the people were satisfied. Now, under the consolidation, the schoolhouses are going down, school lots not cared for, windows being broken; good many of the people are feeling sore as to the property loss of thousands of dollars; and now, if the consolidation of schools is to hold good, there must be greater temples built. More rooms to accommodate the children—more taxes. The American people are progressive, but they are going at a rapid rate. I am not an old fogey on the subject at all. You wanted my views. I do not think it will be long till they will fall back to the district schools. Many of the profound scholars of the day never saw a consolidated school or were hauled to school in a wagon. While this new system may prove better than many believe, yet it is to be thoroughly tested before final decision. Not condemning the school so far as it has been going on and hope it may prove better for all than many of us think, yet with what advantage children have over the district schools will hardly warrant a success.

Yours, truly,

T. F. KIRBY.

The Lagrange County board of education have adopted the following form of contract with drivers:

SCHOOL CONVEYANCE CONTRACT.

— TOWNSHIP, LAGRANGE COUNTY, INDIANA.

This article of agreement made and entered into this — day of —, 190—, by and between —, of Lagrange County, in the State of Indiana, and — school township, in the said county and State.

Witnesseth, that the said _____, party of the first part, doth hereby agree to and with the said _____ school township, party of the second part, as follows, to wit:

That the said _____ will convey by spring hack all children herein stated: _____, _____, and such other children of school age whose parents may later reside on the route or in the district.

The transportation route shall be as follows: _____.

The said party of the first part further agrees to arrive at _____ between — a. m. and — a. m., standard (sun) time and to leave said schoolhouse promptly at the close of each day's session and convey the foregoing pupils to their respective homes as expeditiously as possible in the same general manner as in the morning. He shall strictly prohibit profane or obscene language and boisterous conduct in or about the hack. The said party of the first part further agrees not to use tobacco while in charge of the children, neither will he permit its use by any pupils while in his custody. The pupils shall be conveyed with due regard for their comfort, and the team shall not only be safe but reasonably speedy.

(Additional considerations.) _____.

The services of the said party of the first part shall commence on the — day of _____, 190—, and continue throughout the school year for such days as the school shall be in session.

The said party of the first (second) part shall provide a comfortable and safe conveyance, and said vehicle shall be so constructed that it can be entirely closed during inclement weather.

(Additional considerations.) _____.

The said party of the second part, in consideration of the prompt fulfillment on the part of the party of the first part, contracts and agrees to pay _____ dollars per day for services rendered as above stated.

In case party of the first part fails, neglects, or refuses to faithfully do and perform each and every one of the covenants and agreements herein specified on his part to be performed, then this contract shall be void at the option of the party of the second part, and the party of the second part may immediately bring suit on the bond annexed hereto for any damages sustained to the party of the second part by reason of the failure of the party of the first part to perform his covenants and agreements herein contained.

In witness whereof, the above-named parties have signed the above contract this — day of _____, 190—.

Party of first part, _____,
 Party of second part, _____
 By _____, Trustee.

Know all men by these presents, that we, _____ and _____ are held and bound unto the State of Indiana in the sum of _____ dollars, for the payment of which we do bind ourselves jointly and severally. The condition of this obligation is such that we do hereby guarantee the full performance of all conditions specified in said contract on the part of said _____ to be kept.

Now, if the said _____ shall faithfully fulfill all the requirements mentioned, then this obligation to be void, otherwise to be and remain in full force.

Witness our hands and seals this — day of _____, 190—.

_____. [SEAL.]
 _____. [SEAL.]

State Superintendent Frank L. Jones submits the following opinion upon the matter of transportation contracts: "I am not in favor of letting contracts for conveying pupils. It is not a matter which can be lumped off to the lowest bidder. It would be as sensible to employ teachers upon this basis. The law does not contemplate that the contracts for transportation should be made in this way. It is entirely proper for a trustee or advisory board or both to fix the amount that will be paid and then select the best man for the work at that price."

IOWA.

An early law (sec. 2800 of the code) provided for the consolidation of the rural independent districts composing a township. Under this statute the people of Buffalo Center Township organized themselves into a school township in 1895. It was not proposed at the time to consolidate the schools, but a demand for better school

facilities arose, and during the succeeding four years all the rural schools of the township except two were closed in succession and their pupils transported to a central graded school. The experience of this township is detailed at some length in the Iowa School Report of 1901, pages 78-80.

Section 2774 of the code provides that when a board is for sufficient reasons released by the county superintendent from keeping a school, or when children live at an unreasonable distance from their own school, the children may be sent to school and have their tuition paid in other districts. And when there will be a saving of expense, and children will also thereby receive increased advantages, school boards may arrange for the transportation of any child to and from school in the same or in another corporation. An amendment of 1901 provides that not over \$5 may be estimated in the contingent fund for each person of school age for transportation.

Consolidation has been tried in 23 counties, transportation in 35, and both in 19. Ninety-five per cent of the county superintendents favor the plan. Good effects are reported in 27 counties, doubtful in 5. Bad roads are the chief obstacle. (Iowa Rep., 1901, pp. 35, 73.)

KANSAS.

The parents or guardians of any pupils residing more than 3 miles from the school-house of their district shall be allowed not exceeding 15 cents a day for not more than one hundred days in a year for the conveyance of such pupils. (Sch. Laws, 1901, sec. 49.)

A school district may discontinue a school entirely and send the pupils to school in another district, paying their expenses and tuition. (Sec. 112*a*.) Or any part of the pupils of a district may be so sent to school in another district. (Sec. 112*b*.)

Two or more school districts by a majority vote of each may unite to form a union school district and conduct a graded school. (Sec. (50.)) Children living 2 or more miles from such school may be transported. (Sec. 51.)

One of the most important problems for our rural communities is how best to secure the benefits of a graded-school system so as to enable the farmer to give his children instruction in the higher branches of learning without being obliged to leave the farm. It is found that many farmers do not find it desirable to change their place of residence, and consequently the larger educational privileges are limited to a very few of the boys and girls upon the farm. * * *

The last legislature enacted a law authorizing the consolidation of schools. A very excellent school has been organized under this law at Pearl, in Dickinson County. Another consolidated school exists at Lorraine, in Ellsworth County. Indications are that a number of consolidated schools will be established during the coming year. * * * I would suggest that the present law be modified so as to enable a majority of the votes cast at any election to decide the question of consolidation. (Kans. Rep. 1901-2, pp. 38, 39.)

The report just quoted contains (pp. 39-48) a number of suggestive and interesting statements by county superintendents as to actual conditions in regard to consolidation.

LOUISIANA.

"In several parishes the effort to consolidate small ungraded schools into large graded schools has been made with the result of considerable improvement in the school work, although I fear that it brought the superintendent under the ban of those who considered it their right to have a school and a teacher exclusively for their own family use." (La. Rep., 1900-1901, p. 7.)

MAINE.

By an act of 1893 and subsequent amendments school districts are abolished; towns determine the number and location of schools; schools having too few scholars may be suspended for one year; schools having less than eight pupils are discontinued.

The superintendent of schools in each town must provide transportation for a part or the whole of the distance to the nearest suitable school for the full school term in his town for all pupils who reside so far from school as to render it necessary, in the opinion of the superintending school committee; or he may board scholars near schools. (Me. Sch. Laws, 1901, sec. 1-3.)

MASSACHUSETTS.

A law of 1869 provides that the school committee of any town may expend, in their discretion, money raised and appropriated for transporting pupils to and from school. Towns determine the number and location of schools.

The process of consolidating small and expensive schools is still going on. The total expenditure for conveyance, \$165,596.91, exceeds that of the previous year by \$13,823.44 and that of a decade ago by \$115,006.50.

The policy of uniting small schools in larger central ones and conveying the children thereto has made great strides during the decade. The movement is a wholly voluntary one, the law authorizing but not requiring it. * * *

The law prescribes no limits beyond which the children must be conveyed. Schoolhouses are conveniently located if they are sufficiently near the children, or if, being too far away, the children are transported to the schoolhouses. What convenience is the school committee determines; its decisions are influenced naturally by the magnitude of the problems involved and the money available for their solution. The courts incline to sustain committees in the exercise of their discretion. (Mass. Rep. 1901-2, pp. 101, 102.)

MICHIGAN.

At least one county (Menominee) has had recourse to transportation. The experience of this county, as reported by the county superintendent, is so instructive that it is quoted here at length (from Mich. Rep., 1900, pp. 179, 180):

In one of our township districts [Stephenson] there was a locality with 20 children in it. The parents brought every pressure possible to bear on the members of the board to induce or compel them to build a schoolhouse in that neighborhood to accommodate these children. The board, after canvassing the matter thoroughly, decided to transport these children about 3 miles to the nearest village school. The parents opposed the plan by every conceivable objection, but the board thought they were right and went ahead. A suitable rig was hired to take the children to school in the morning and home in the evening, at what it would cost to hire a teacher, thus saving the interest on the money invested in building and furnishing a schoolhouse, and the expense of keeping up the school and house.

The children attended school more regularly, and had the advantages of a village graded school. Every one of the protesting parents are, after the year's trial, now as enthusiastic indorsers of the plan as they were opponents last fall. The board have decided to continue the same plan for that locality another year and inaugurate it in another neighborhood in the same township. Other boards are discussing the feasibility of inaugurating the scheme. This is by far the best method of providing for the children of many localities, and I expect to see it come into more general use throughout the county.

MINNESOTA.

(Laws, 1901, chap. 262.) Two or more school districts may be organized as an independent school district on petition of majority of freeholders and by vote of electors. (Sch. Law, 1901, secs. 214-216.) Board of education to be elected. (Sec. 216.) Such board may provide for the transportation of pupils at public expense; every person employed for this purpose must give reasonable bond. (Sec. 217.)

Pupils were transported in Minnesota last year in 9 counties, covering 11 districts. The results are reported to prove generally satisfactory. (Minn. Rep., 1901-2, p. 276.)

The present law provides that the board of education of any district organized as therein provided (that is, a consolidated district) shall have power to provide for the transportation of pupils to and from school at public expense, etc. Scores of common school districts now organized are so large that transportation of pupils or multiplying schoolhouses is necessary. Many of these desire to transport their pupils, but are not authorized to do so under the present law.

I respectfully recommend that the right to provide such transportation be extended to all school districts of the State, and a system of contracts whereby one district may contract with another for the education of its pupils and still draw the district quota of public money. (*Ibid.*, p. 31.)

MISSOURI.

A law of 1901 enables three or more school districts, one of which may be a village district, to unite and form a new district. The new district may maintain a high school and as many lower-grade schools as the board of directors may determine.

The forty-first general assembly wisely provided for the consolidation of three or more school districts. Under this law four districts in Jackson County have united, and this district has the distinction of being "consolidated school district No. 1." In addition to maintaining the four district schools it maintains a high school at a central point. It is believed that this is the beginning of a movement that will in a few years give Missouri several hundred such districts and rural high schools. It is hoped that many such will be formed next April.

Jackson County is trying another experiment worthy of mention. The Mount Washington district just west of Independence was quite large in territory. From year to year its population increased until it had too many children for one teacher. It divided into two districts. A new house was built. In a short time both schools were crowded. The two districts reunited so that by employing a third teacher both schools were relieved. The population continued to increase, for it was a district rich in soil and near enough Kansas City to make small farming profitable. The people concluded last summer to consolidate the schools, build a nice four-room brick, grade the school, and maintain a two years' high-school course. Here is evolution. Graded rural schools are coming in Missouri. This consolidation of schools should be encouraged and division of districts discouraged by giving directors authority to arrange for transportation of children who live more than 2 miles from the school.

There are too many small schools in Missouri. There are 2,539 district schools having less than 20 pupils in attendance. Such schools from the very nature of the environments can not be excellent. Just think of it, more than one-fourth of all the rural schools of the State have fewer than 20 pupils. Of these schools 575 have less than 12 pupils. Of course, district consolidation is best in such cases. When such districts are consolidated with larger ones and transportation permitted, they may be abandoned.

There should be other means of relief, however. Districts having fewer than 20 children should be given opportunity to close their schools and arrange with adjoining districts to send the children there by paying tuition and transportation expenses out of the public moneys of such abandoned district. There are at least a thousand small districts in the State where such an arrangement may be made with profit—saving money and providing better schools. Tuition paid to the adjoining districts will enable them to employ better teachers, have longer terms, and make better provisions for the schools. (*Mo. Rep.*, 1902, pp. 9, 11.)

NEBRASKA.

"Two districts may be made from one by the county superintendent upon a petition from each district proposed, signed by a majority of the voters in each district proposed. One district may be discontinued, and its territory attached to other adjoining districts, upon petitions signed by one-half of the legal voters in each district affected." (*Neb. Sch. Law*, I, 4, Fourth.)

A law of 1897 authorizes a city or a high school district board, by a two-thirds vote of entire board, or any district board, when authorized by a two-thirds vote of those present at a district meeting, to make provision for the transportation of pupils to any other school in their district who live so far from school as to render attendance impracticable without transportation; or they (except city boards) under the same conditions may contract for the instruction of all pupils in a neighboring district, and transport them thither, without forfeiting apportionment. (*Ibid.*, V, 4b, 4c.)

Twenty-one counties contain schools in which one or both features of the law have been tried. Fifty-seven pupils were transported, at a cost of \$560; 158 pupils attended school in adjoining districts for an average of seven months at a total cost of \$1,471.

"Those making the report are unanimous in the opinion that the law is beneficial." "The difficulty in inaugurating any new system, where prejudice and long-established usages prevail, is met here as well as in other matters." (Neb. Sch. Rep., 1900, pp. 40-43.)

NEW HAMPSHIRE.

Towns are authorized to expend a portion of the school money, not exceeding 25 per cent, in conveying children to and from school. (N. H. Sch. Laws, 1898, chap. 92, sec. 1.)

NEW JERSEY.

Children in any district "living remote from the schoolhouse" may be transported to and from school under rules and contracts made by the board of education. A child living remote from any public school in his own district may, with the written consent of the county superintendent, attend a school in an adjoining district, and be transported at the public expense. (N. J. Sch. Law, 1902, secs. 111, 112.)

Children who have completed the school course of their own district may attend a higher grade school in another district (with the consent of the school boards of both districts), and have their transportation and tuition paid. (Secs. 111, 113.)

In making the apportionment of the school moneys, \$200 must be apportioned to each district for each teacher whose services shall have been dispensed with by adopting transportation. (Sec. 177, I.)

NORTH CAROLINA.

Since June 30, 1901, 318 districts have been consolidated, and there has been a total decrease of 179 districts. In Durham County the number of districts has been reduced from 65 to 49, and still more than nine-tenths of the children are within less than 2 miles of a school, and less than 100 of them are as far as 3 miles. Consolidation has been tried with great success in Buncombe, Guilford, Lincoln, Cabarrus, Alamance, Mecklenburg, Robeson, Randolph, Iredell, and other counties.

Our territory is large, and our population is comparatively sparse. For these reasons the problem of properly dividing the counties and townships into school districts is very difficult. In North Carolina there are 39 inhabitants for every square mile. The school population constitutes about 36 per cent of the entire population, making an average of about 13 school population to the square mile. The average of population to the square mile of territory for the North Atlantic division of States is 129.8. The average for Massachusetts is 348.9. A small population scattered over a large area necessitates a large number of school districts and schools. The number of districts and schools is largely increased, in some sections doubled, by the necessity of maintaining separate schools for the two races. It is difficult for States that have a much larger population, a much smaller territory, a much greater school fund, and a single system of schools, to realize the startling magnitude and difficulty of our task of maintaining on a much smaller fund a much larger number of schools for a much smaller population composed of two races, in a much larger territory.

Under present conditions in North Carolina, with a small school fund, a sparse, largely rural population, and an immense territory, it is absolutely necessary for the efficiency of the schools and the greatest good to the greatest number of children that there should be the smallest possible number of districts and schools.

Is it not a simple business proposition that with a given fund to be divided among a number of districts and schools, the smaller the number of districts and schools the larger the amount of money for each district and school?

The best argument for consolidation, however, is to be found in the practical successful workings of it where it has been tried. Concrete examples are always more valuable than theoretical declarations. Without going into details, I have no hesitation in saying that the sentiment for consolidation is growing all over the State, and almost without exception wherever it has been tried it has resulted in better school-houses, better teachers, longer terms, increased attendance, increased pride in the school on the part of patrons, and a finer school spirit on the part of the children.

A practical illustration.—Let me give one practical illustration of the workings of it in Mangum Township, in Durham County. I was present at the celebration of North Carolina day at this school, Wednesday, November 26. The information that I give

about the school, therefore, is of my personal knowledge and observation. Last summer, after a hard and almost bitter fight, three small districts in this township were consolidated into one large district. A neat, comfortable, beautiful three-room schoolhouse was built in a grove on a beautiful slope in the center of the large district. This new schoolhouse in the larger district is still within less than 3 miles of the farthest child. A number of children from other districts have already asked to be transferred to this district, and some of them are passing by little schools almost at their door and coming more than 3 miles to get to this school. A graduate of the University of North Carolina, a young and enthusiastic teacher, was employed to teach the school. A student of the State Normal and Industrial College was employed as assistant. The school opened with 75 pupils the first day. At the end of the first month the enrollment had increased to 108, and a third teacher had to be employed. The average daily attendance for the first month was 76. The records of the county superintendent show that the enrollment during the first month is much larger than was ever made in the three schools of the three small districts during any previous year, and that the average daily attendance is about twice as great. The largest average daily attendance of all three of these small schools during any year of their existence was 40. During my visit to this school I rode by one of the old schoolhouses in one of the small districts that had been consolidated. It was a small one-room log house. I was told that while the other two houses were small frame houses they were but little more attractive, and perhaps no more comfortable, than this. I could not help contrasting with these little hovels the beautiful new school home among the trees on the slope. A large crowd attended the celebration of North Carolina day at this school. I have rarely seen a more enthusiastic and attentive audience. I was informed that nearly all opposition had vanished, and that such enthusiasm for education had never been known before in the community. A number of schools from surrounding districts were present and united with the Mangum school in the celebration of the day. A number of men from these districts consulted with me about taking immediate steps for consolidation in their districts. One object lesson of this sort is a more unanswerable argument than all your beautiful theories and fine words. If we can get but a few such schools established in all the counties in the State, the movement will spread until it reaches every nook and corner of it.

It will not be wise, I think, to force consolidation. It will be wiser to set about systematically to create sentiment for it where it is needed, and bring it about as rapidly as conditions and public sentiment will permit. Rash and radical action in defiance of the wishes of the people is always unwise, and invariably results in harmful reaction. In many counties considerable time will be necessary to consolidate all the small districts that ought to be consolidated, after a careful study of the entire situation. The work ought to be wisely planned at once in every county, and pushed as rapidly, prudently, and tactfully as possible. (N. C. Rep., 1901-2, pp. xviii-xxvi.)

On pages 371-373 of the North Carolina report above quoted State Superintendent Joyner gives a number of instructive letters from county superintendents on the subject of consolidation.

NEW YORK.

School districts are authorized to contract with adjoining districts for the tuition of their children and to convey them at the public expense; 150 such contracts were made in 1898-99. More than 30 per cent of the rural schools have an average attendance of less than 10.

NORTH DAKOTA.

A district school board may, and on petition of a majority of the voters shall, arrange for sending to the schools of an adjoining district such pupils as can be conveniently taught therein and for paying their tuition and transportation. (Rev. Code, sec. 696, as amended 1903.)

A school may be discontinued when its average attendance for ten consecutive days shall be less than 4.

A district board may, and on petition of a third of the voters shall, call an election to determine the question of "conveying pupils at the expense of said district to and from schools already established;" or "of consolidating two or more common

schools, and of selecting a site and erecting a suitable building * * * to accommodate the pupils of schools to be vacated." If a majority is in favor of either of these proceedings the board shall carry out the decision. (*Ibid.*, sec. 704, as amended 1903.)

A few instances of consolidation are reported by county superintendents.

OHIO.

In 1894 a special law was passed authorizing centralization and transportation in Kingsville, Ashtabula County. The succeeding legislature passed a measure applicable to the counties of Stark, Ashtabula, and Portage. In 1898 the law was made general, and in 1900 further amended. As it now stands (1902) boards of education may submit to a vote the question of township centralization, and must submit it upon petition of one-fourth the electors. (*Ohio Sch. Laws*, 1900, secs. 2931, 2932.)

A graded school must be maintained in centralized townships, and a high school course of not less than two years is authorized. Transportation must be furnished all pupils living more than three-fourths of a mile from the central building. (Secs. 3921-3928.)

An act of 1867, as amended in 1902, provides that a board of education, when, in its opinion, for the best interests of the pupils, may suspend any or all subdistrict schools under its jurisdiction, and convey the pupils to some other school or schools in the same or an adjoining district. (*Laws of Ohio*, 1902, p. 221.) "Under this section the schools of a township can be centralized without submitting the question to the electors." (*State School Commissioner.*)

"More townships each year approve it [centralization], and always with the same result." (*Ohio Rep.*, 1901, p. 18.)

The centralized schools of Ohio have attracted much attention, and have been made the subject of frequent reports by visitors from other States. See references on page 2353.

PENNSYLVANIA.

A law (dating from 1897) authorizes directors to provide transportation for the children at the public expense to and from any school of their own district or of a neighboring district, but only for pupils of schools that have been closed by reason of small attendance, and who will have a greater distance to travel than before, and with the proviso that the cost of transportation per pupil shall not exceed the cost of maintaining the schools so closed. No school official may be a party to any contract for conveying children. (*Pa. Sch. Laws*, 1901, Secs. CXXX, CXXXI.)

An act of 1901 requires township boards, upon petition of a majority of the electors representing one-fourth the assessed valuation, to submit to the electors the question of township centralization,^a which is carried by a majority vote. (Sec. CXXXIII.) A graded course must be maintained in centralized townships, and a high school course of not less than two years is authorized. Transportation must be furnished all pupils living more than three-fourths of a mile from the central building. (Sec. CXXXVI.)

There is a loss of upward of \$50 in the State appropriation for every school which is closed. * * * So far as one can see from the reports which have reached the department, the act of April 25, 1901, has not borne much fruit in the centralization of schools in country districts, and further legislation will be necessary if this idea is ever to be generally realized in the sparsely settled sections of our State. (*Pa. Rep.*, 1901, p. vii.)

^aThe Pennsylvania law is closely modeled, in certain features, after that of Ohio. In each "centralization" of a township is defined as "the abolishment of all subdistricts, and the conveyance of pupils to one or more central schools."

County superintendents report in 1902 a few instances of centralization, but not of a complete township in any case. Superintendent Moxley, of Susquehanna County, says:

The problem of concentration or centralized schools is engaging the attention of many of our school boards, with a few actually in operation. No complaint comes from districts so consolidated of any hardship to attend the central school, as might be expected. The better school privileges offered more than overcome any hardship they are obliged to undergo in attending the central school.

I can see that it is a question of but a few years before fully one-half of our township schools will be brought into one or more central schools. (Pa. Rep., 1902, p. 142.)

On the other hand, the superintendent of Lancaster County reports a step backward:

In Drumore Township a new school district was established at Fishing Creek. This is the district in which school transportation at the expense of the township was given a trial. For the three years immediately preceding the Fishing Creek children were transported by coach morning and evening to one of the adjoining schools. The increase of pupils in the Harmony district, where these children were received, and the objections of some parents to have their children take some distance from home when they were entitled to school facilities right in the home neighborhood led the school board to establish a new district and build a house at Fishing Creek. (Pa. Rep., 1902, pp. 93-94.)

RHODE ISLAND.

A law of 1898 authorizes school committees to consolidate any schools that have an average number belonging of less than 12 and provide transportation for pupils. Any town may consolidate three or more ungraded schools. Any district with ungraded school may consolidate with district having graded school. The State pays \$100 to each district so consolidated. A few ungraded schools have been consolidated. The conveyance of the children still remains as the great obstacle.

It is a pleasure to note the fact that the small ungraded school seems to be receding. In the number of such schools having less than 20 pupils each there has been a decrease of 13, while there has been more than a corresponding gain in the number having from 20 to 40 pupils. There are still far too many schools having less than 20 pupils apiece, and quite a number having less than 10.

Of course there will be exceptions, but, as a rule, no school of 10 pupils ought to be allowed; it is too small to permit of much of any classification or decent grading, while the lack of numbers kills any enthusiasm in both teacher and pupils.

The efforts made by the general assembly to bring about consolidation of these little schools have met with but a limited response, and yet it is apparent that people are thinking on the subject, and here and there action is taken which tells the way the stream is moving.

The recent creation of a "State board of public roads" by the assembly ought to result in the advancement of the idea of larger schools. Facilities in the line of transportation of children will do more to secure consolidation of schools than almost anything. The establishment of electric roads has already been the means of action in this direction in one town, and others are contemplating action. (R. I. Rep., 1901, p. 73.)

SOUTH DAKOTA.

We understand the school laws of this State are sufficient to allow a school township to try this plan, or even two or more subdistricts may unite their schools into one, so that centralization may be tried in this State at once. (B. D. Kribs, in S. Dak. Rep., 1900, p. 13.)

Although in a few localities action has been taken looking to the establishment of central graded township schools, I regret to report that the movement in that direction is not general. However, much discussion of the proposition has been had in many districts, and many of the smaller schools of the State have been closed and the pupils transported to other schools in the same or other districts. It would seem that evolution, rather than revolution, is to be the method of change which will eventually give us "No school of fewer than 20 pupils, and graded township schools where possible." (S. Dak. Rep., 1902, p. 4.)

A county superintendent reports: "The financial side of the plan is the only thing that can bring it into this [McPherson] county, and as that is favorable, I believe that in a few years we shall have many central schools. We are at least working and hoping for that time to come." (S. Dak. Rep., 1902, p. 100.)

UTAH.

Opinion of attorney-general: "The county commissioners may consolidate two or more school districts, upon the petition of as many residents of such districts as have the care and custody of not less than twenty school children of school age residing therein, or upon the recommendation of the county superintendent; that is to say, if the residents of the territory of which the new district is to be composed, who control twenty school children of school age, or the county superintendent, shall petition to the board of county commissioners, the said board may consolidate the districts set forth in such petition. It is not necessary for the people to vote upon the question. The county commissioners possess ample power under the law to make such consolidation. The power is conferred upon them by section 1891 of the Revised Statutes." (Utah Rep., 1902, 287.)

VERMONT.

The town system established (Sch. Laws, 1903, sec. 664). "Schools shall be located at such places and held at such times as in the judgment of the [town board of] school directors will best subserve the interests of education and give all the scholars of the town equal advantages so far as practicable. The school directors may provide conveyance of scholars from such points as they may designate to and from school at the expense of the town, when in their judgment they deem it advisable, or may pay a reasonable sum for the board of such scholars while in attendance upon school. In case the school directors refuse to provide board or conveyance for scholars residing more than $1\frac{1}{2}$ miles from school, when requested so to do by the parent or guardian of any such scholar, an appeal may be had to the selectmen of the town on a petition signed by ten or more resident taxpayers of such town. On receipt of such petition the selectmen shall inquire into the necessity of such conveyance, and determine whether such scholars are receiving the equality of school advantages herein contemplated. They shall make known their decision to the school directors, in writing, whose duty it shall be to provide board or transportation for such scholars when so ordered by the selectmen. Nothing in this act (section) shall be construed as applying to the conveying of scholars attending high schools." (Sec. 685.)

Without doubt, in towns conveniently situated for the purpose it is possible for Vermont to profit by the union of schools and the transportation of pupils. And yet only a few towns have made a success of the plan. Probably no other detail of school administration has caused the directors so much perplexity and has caused so much dissatisfaction among patrons.

There is some misunderstanding of the meaning of the law. As the law is commonly interpreted, directors are empowered to locate schools and furnish conveyance for the practicable equalization of educational advantages, as their judgment directs. In cases of pupils residing more than $1\frac{1}{2}$ miles from school an appeal may be made to the selectmen on the refusal of directors to convey pupils. It is not known in this office whether any appeal has been made to the courts to compel conveyance in any case on the ground that it is the intent of the statute to require equal advantages so far as is practicable. Several complaints have been received from parents that suitable conveyance was not furnished and that towns by vote and directors refused to furnish conveyance in cases of 2, 3, and 4 miles, even when schools near the aggrieved had been closed. On the other hand, directors report the difficulty of providing conveyance with the means afforded and of making satisfactory arrangements with certain patrons. Also objection is made in some quarters to the expense.

The aim of the law is excellent. The difficulty of its execution is unfortunate. To provide more equable school advantages in a town is progressive and commendable. There are abundant evidences that many directors have exerted faithful effort to profit by the provisions of the law. The wisdom of further amending the law is

doubtful. Certainly directors should continue to have present powers. It is questionable whether compulsory conveyance in certain cases would be wise. At best the wise execution of law must be left to the sober thought of the people. (Vt. Rep., 1902, pp. 23-24.)

WASHINGTON.

"Upon receipt of a petition signed by five heads of families of two or more adjoining districts, * * * the county superintendent may organize and establish a consolidated district." Provision is made for the election of a board of three directors for the consolidated district. (Sch. Laws, sec. 12, as amended, 1903.)

District school boards "shall have power, and it shall be their duty: * * * Twelfth. To provide and pay for transportation of children to and from school when, in their judgment, the best interests of their district will be subserved thereby." (Sch. Laws, sec. 40, amendment of 1903.)

WISCONSIN.

Any school district may make provision for closing its schools and sending its pupils to adjoining schools, and provide for the payment of tuition and transportation of pupils by taxation. An amendment of 1901 gives the annual meeting power "to vote a tax for the purpose of providing for the free transportation of any or all children residing in the district, by the most direct route, to and from the school-house in the district." (Sch. Laws, Wis., 1901, sec. 430, 16.)

In towns which have adopted the township system the town school board may transport pupils, in their discretion. (Sec. 524.)

As a result of the agitation of this question the experiment of consolidation of small district schools and the transportation of pupils at public expense is being tried in not less than twenty counties in the State. In every case where the conditions have been at all favorable the experiment has proved a success. In these cases pupils have attended school more regularly, usually for longer terms, and have had better instruction, and this without any increased expenditure of money. In many other counties the question is being investigated and a large degree of public interest awakened. As people become familiar with the success of these experiments in different counties, it is hoped that the small schools of from five to ten pupils will disappear by the process of consolidation with other schools. (Wis. Rep., 1902, 22-23.)

TEACHERS' PENSIONS.

In European countries in which the State supervises and directs the elementary schools and regulates the appointment and emolument of teachers laws are in existence which provide for the teachers' support in old age, and even offer relief in cases of breakdown. But while in former years the pensions paid were to a large extent derived from premiums contributed annually or monthly by the teachers themselves, recent legislation in most German States has done away with the teachers' contributions and laid the burden of paying pensions upon communities and the State. The argument advanced was that teachers, as officers of the State, are entitled to pensions the same as all other civil or military officers. Furthermore, that teachers, among all the State's officers, are the ones who deserve the highest consideration, being the best of the State's agencies of conservation, and the ones who are more likely to sacrifice their health in the discharge of their duties. Mutual aid societies and annuity funds established by teachers are therefore declining. The following summary gives the most essential facts:

Pensions paid to teachers of elementary schools in Europe.

Country or State.	Paid by State or community.	Dues paid by teachers, per cent of salary.	Pension may begin after—	Minimum amount paid, per cent of last salary.	Retirement takes place after—	Maximum amount paid, per cent of last salary.
German Empire:			<i>Years.</i>		<i>Years.</i>	
Prussia.....	Both.....	None.....	10	25	45	75 per cent.
Bavaria.....	Community.....	Yes <i>a</i>	5	25	45	Do.
Wurttemberg.....	State.....	None.....	10	40	45	85 per cent.
Saxony.....	Both.....	do.....	10	30	40	80 per cent.
Baden.....	do.....	do.....	10	30	45	75 per cent.
Hesse.....	do.....	do.....	10	45	45	100 per cent.
Mecklenburg-Schwerin.....	Communities.....	do.....	20	(<i>b</i>)	50	90 per cent.
Mecklenburg-Strelitz.....	Crown.....	do.....	(<i>c</i>)	(<i>c</i>)	(<i>c</i>)	(<i>c</i>)
Oldenburg.....	State and community.....	2 per cent.....	10	40	45	80 per cent.
Saxe-Weimar.....	Both.....	None.....	(?)	(?)	37	Do.
Brunswick.....	do.....	do.....	5	33½	50	100 per cent.
Anhalt.....	do.....	do.....	5	33½	50	Do.
Saxe-Altenburg.....	do.....	do.....	10	34	45	85 per cent.
Saxe-Coburg-Gotha.....	do.....	do.....	10	40	40	100 per cent.
Saxe-Meiningen.....	do.....	do.....	10	60	50	Do.
Reuss, sr. line.....	do.....	2 per cent.....	10	40	45	80 per cent.
Reuss, jr. line.....	do.....	do.....	10	40	45	Do.
Schwarzburg-Sondersh.....	do.....	None.....	10	40	48	Do.
Schwarzburg-Rudolst.....	do.....	do.....	10	40	50	100 per cent.
Lippe-Detmold.....	do.....	do.....	10	40	45	80 per cent.
Schaumburg-Lippe.....	do.....	do.....	10	30	45	Do.
Waldeck.....	do.....	do.....	10	33½	45	66½ per cent.
Bremen.....	Community.....	do.....	10	40	45	80 per cent.
Lübeck.....	do.....	do.....	10	33½	35	75 per cent.
Hamburg.....	do.....	do.....	10	40	40	80 per cent.
Alsace-Lorraine.....	State and community.....	do.....	10	25	45	75 per cent.
Austria.....	Both.....	(<i>d</i>).....	10	33½	40	100 per cent.
Hungary.....	do.....	(?).....	(?)	(?)	40	\$150-\$200.
Switzerland.....	(<i>e</i>).....					
Denmark.....	Both.....	(?).....	10	10	45	66½ per cent.
Norway.....	State <i>f</i>					
Sweden.....	do.....	None.....	(?)	(?)	30	75 per cent.
Netherlands.....	do.....	do.....	(?)	(?)	40	66½ per cent.
Belgium.....	Communities.....	3 per cent.....	12	(?)	30	(?)
France.....	State.....	None.....	(?)	(?)	25	50 per cent.
Italy.....	State <i>g</i>	do.....	(?)	(?)	30	(?)
Great Britain.....	State.....	\$15 + \$1.25 for each 10 per cent of increase of salary.....	10	(<i>h</i>)	55	\$100 for each year after 10 years of service.

a In Bavaria the dues paid by teachers vary considerably in the different parts of the Kingdom—i. e., between \$1.25 in central Franconia and \$25 in lower Palatinate. Also initiation fees are paid.

b Lowest amount of salary.

c At pleasure of the Crown.

d In some Crown lands of Austria dues are paid by teachers.

e In Switzerland the cantonal governments are, as a rule, opposed to pensioning teachers. Where it is done, it is the result of local agreement. The teachers themselves maintain annuity funds.

f In Norway pensions are paid to all teachers, but each case is individually decided by Parliament.

g In Italy the State pension fund is not large. Hence private annuity funds are numerous.

h See last column.

General notes.—The foregoing statements have reference to men teachers. Women teachers are retired, on an average, ten years earlier, and their pensions amount to about 10 to 20 per cent less than those of the men.

In most German States the communities (or the State) make a single relief payment if a teacher is disabled before he reaches the end of the tenth year of service—i. e., the lower age limit. The same practice prevails in Austria and a few other countries.

Pensions paid to teachers of secondary schools in Europe.

Country or State.	Paid by State or community.	Dues paid by teachers, per cent of salary.	Pension begins after—	Minimum amount paid, per cent of last salary.	Retirement takes place after—	Maximum amount paid, per cent of last salary.
German Empire:			<i>Years.</i>		<i>Years.</i>	
Prussia.....	Both.....	None.....	10	25	40	75 per cent.
Bavaria.....	do.....	do.....	4	70	(?)	100 per cent.
Saxony.....	do.....	do.....	10	30	40	80 per cent.
Wurttemberg.....	do.....	do.....	10	40	(a)	
Baden.....	do.....	do.....	10	30	40	75 per cent.
Hesse.....	do.....	do.....	5	40	50	100 per cent.
Mecklenburg-Schwerin.....	do.....	do.....	20	50	50	90 per cent.
Saxe-Weimar.....	do.....	do.....	1	40	36	80 per cent.
Oldenburg.....	do.....	do.....	1	50	50	90 per cent.
Brunswick.....	do.....	do.....	3	33½	50	100 per cent.
Saxe-Meiningen.....	do.....	do.....	1	45	40	75 per cent.
Saxe-Altenburg.....	do.....	3 per cent.	1	25	40	80 per cent.
Saxe-Coburg-Gotha.....	do.....	1 per cent.	1	40	40	100 per cent.
Anhalt.....	do.....	None.....	1	33½	49	Do.
Schwarzburg-Rudolst.....	do.....	do.....	1	40	36	80 per cent.
Schwarzburg-Sondersh.....	do.....	do.....	1	40	37	Do.
Waldeck.....	do.....	do.....	1	33½	26	66½ per cent.
Reuss, sr. line.....	do.....	do.....	1	40	37	80 per cent.
Reuss, jr. line.....	do.....	do.....	1	40	45	Do.
Schaumburg-Lippe.....	do.....	do.....	10	30	37	Do.
Lippe-Detmold.....	do.....	do.....	1	40	37	Do.
Lübeck.....	do.....	do.....	10	33½	35	75 per cent.
Bremen.....	do.....	do.....	1	40	30	80 per cent.
Hamburg.....	do.....	do.....	1	40	50	100 per cent.
Alsace-Lorraine.....	do.....	do.....	10	25	40	75 per cent.
Austria.....	do.....	do.....	8	(?)	30	100 per cent.
Hungary.....	do.....	do.....	10	40	30	Do.
Switzerland.....	(b)	(?)	(?)	(?)	(?)	(?)
Denmark.....	(c)	(?)	10	10	45	66½ per cent.
Norway.....	(d)	(?)	(?)	(?)	(?)	(?)
Sweden.....	State.....	None.....	10	(?)	30	\$900.
Netherlands.....	Both.....	(e)	(?)	(?)	30	66½ per cent.
Belgium.....	State.....	None.....	(?)	(?)	30	Do.
France.....	do.....	10 per cent.	(?)	(?)	30	Do.
Spain.....	(f)	(f)	(f)	(f)	(f)	(f)
Portugal.....	Both.....	10 per cent.	10	33½	25	100 per cent.
Italy.....	(g)	(g)	(g)	(g)	(g)	(g)
Greece ^h	State.....	7½ per cent.	(?)	(?)	20	40 per cent.
Russia.....	(i)	(i)	(i)	(i)	(i)	(i)
Great Britain.....	(k)	(k)	(k)	(k)	(k)	(k)

^a In Wurttemberg the pensions may reach 92½ per cent in cases where the salary is not higher than \$600. The rate of increase is 1½ per cent; as high as 85 per cent with salaries over \$600. No pension can exceed \$1,500.

^b The population is not favorably inclined to paying pensions to teachers or other civil officers. Where it is done, it is the result of local agreement.

^c In Denmark each case is decided by the minister of education, but usually according to the scheme indicated in the table.

^d Each case is decided by Parliament.

^e In the Netherlands the teacher pays one year's salary into the pension fund within the first five years of service.

^f In Spain the State pays two-fifths of salary for two years after twenty years of service; three-fifths of salary after twenty-five years, and four-fifths of salary after thirty-five years of service, but only for two years.

^g In Italy teachers may retire from service on account of ill health, and still draw one-half or three-fourths of their salaries, according to the length of service.

^h In Greece an addition of one-fiftieth of the salary is paid for each additional year of service, over and above the 40 per cent paid after twenty years.

ⁱ In Russia the pensions are not uniform; they range between 300 and 400 rubles after twenty-five years of service.

^k In Great Britain a few distinguished schools, such as Eton, pay pensions; the majority of secondary schools being private institutions do not pay pensions to teachers.

UNITED STATES.

In the United States teachers are not pensioned from public school funds, except in Maryland. Voluntary beneficial associations have been formed in some cities and in other localities specified below. In certain States the laws provide for pension funds, but the feature of compulsory membership which the laws contained at first has been eliminated in Illinois and Ohio. (See page 2373.) A consequence of this

was that many members withdrew and that the amount of annuity was greatly reduced. The following paragraphs show the varieties of organizations, etc.

Voluntary mutual benefit associations for temporary aid only exist in Baltimore, St. Louis, Cincinnati, Cleveland, Detroit, Chicago, Buffalo, San Francisco, and St. Paul, and there is one interstate association. These call for \$1 to \$2 initiation fee, \$1 to \$5 annual dues. Special assessments of \$1 are made in some cases. Benefits in sickness range from 50 cents a day to \$10 a week; at death funeral expenses only are paid in some instances, and in others a sum equal to \$1 from each member of the association.

Associations for annuity, or retirement fund only, are in New York, Boston, and Baltimore, and there is an annuity guild in Massachusetts. The initiation fees reported are \$3 to \$5. The annual dues are 1 to 1½ per cent of salary up to \$18 or \$20. The annuity is from 60 per cent of salary to \$600 a year. Time of service required for retirement is from two to five years with disability, or from thirty-five to forty years without disability.

Associations for both temporary aid and annuity exist in Hamilton County, Ohio (Cincinnati), Philadelphia, Brooklyn, and the District of Columbia. Initiation fees, \$1 to \$10; annual dues, \$5 to \$40. Annuity, \$5 a week to \$600 per year, and \$100 for funeral expenses in case of death. Temporary aid during illness, \$5 or \$6 per week. Time of service required for retirement is two to five years with disability, or thirty-five to forty years without disability.

In some cities the subject of pension funds administered by public authorities has been agitated and discussed by teachers. In consequence pension or retirement funds are authorized by State legislatures for St. Louis, Boston, Brooklyn, New York City, Poughkeepsie, Detroit, Chicago, Charleston, S. C., and Buffalo, and for all cities in California. In Ohio,^a in New Jersey, and in the State of Maryland the State pays pensions to retired teachers. Dues vary little; they are generally 1 per cent of salary. Annuity, \$250 to one-half of salary; maximum limit, \$600. Minimum length of service with disability, twenty to thirty years; without disability, twenty-five to thirty-five years. In Maryland no dues are paid, but the State exclusively assumes the burden of paying pensions to teachers.

The law of Maryland, dated 1902, reads as follows:

Whenever any person in this State has taught in any of the public or normal schools thereof twenty-five years, and has reached the age of sixty years, and his or her record as such teacher has been without reproach, and by reason of physical or mental disability or infirmity is unable to teach longer, the said teacher may lay his or her case before the State board of education, and the said board shall proceed to consider the same, and if the facts are found as above stated the said teacher shall be placed upon a list, a record of which shall be kept by the said board, to be known as the "teachers' retired list," and the names upon the said "teachers' retired list" shall be regularly certified by said board to the comptroller of the treasury of this State, and every person so placed upon the said "retired list" shall be entitled to receive a pension from this State of two hundred dollars per annum, to be paid quarterly by the treasurer of this State upon the warrant of the comptroller.

The law of Massachusetts contains the following provisions:

A teachers' retirement fund shall be created in the city of Boston, which shall consist of (a) a permanent fund, made up of gifts and legacies specifically given to said permanent fund and a sum set apart by the board of trustees; (b) a general fund, made up of gifts and legacies not specifically given to said permanent fund, amounts retained from the salaries of teachers under the provisions of this act, and the interest derived from said permanent fund. The general fund may be drawn upon for the purposes of this act.

SECTION VI. The city treasurer, upon vote of the board of trustees, shall pay out of said retirement fund, in monthly payments, such an annuity to any teacher who shall retire or be discharged from the service of the city as the fund will allow and said board of trustees shall determine, but in no case shall a teacher receive such

^a See synopsis of this law in the Annual Report of 1901, p. 2396.

annuity unless such teacher has taught for thirty years, and for at least ten years in the public day schools of the city of Boston, except as hereinafter provided.

SECTION VII. The city treasurer, upon a vote of the board of trustees, shall pay out of the retirement fund, in monthly payments, such an annuity to any teacher who has taught not less than two years in the city of Boston, although less than thirty years in the aggregate, as the fund will allow and said board of trustees shall determine, if such teacher has become incapacitated for teaching and has been discharged from the service of the city of Boston: *Provided*, That a certificate of such incapacity be furnished by the attending physician and by a physician employed by the board of trustees: *And further provided*, That the annuity shall cease when the incapacity ceases.

SECTION VIII. All annuities shall be uniform in amount, whether the annuitants are retired under the provisions of section six or of section seven, except as provided in section nine of this act.

SECTION IX. No annuity shall be paid to any teacher until such teacher shall contribute, or has contributed to the general fund, a sum equal to all the assessments for thirty years, to wit, five hundred and forty dollars.

SECTION X. Any teacher * * * who shall retire from the service of the city of Boston, not being in receipt of an annuity, shall * * * receive one-half of the total amount paid by such teacher into said fund.

The law passed by the New York State legislature in 1902, with reference to a retirement fund in Poughkeepsie, provides that the fund be composed of (1) "all money, pay, compensation, or salary, or any part thereof, forfeited, deducted, or withheld for or on account of absence from duty for any cause; (2) all moneys received from donations, legacies, gifts, bequests; (3) 2 per cent of the salaries paid each month."

The law creating a retirement fund in greater New York designates as sources of this fund (1) money forfeited or withheld for absence of duty; (2) moneys received from donations, legacies, gifts; (3) 5 per cent annually of all excise moneys or fees from licenses granted to sell strong or spirituous liquors. Nothing is said of a regular contribution on the part of the teachers. The amount of annuity is fixed at one-half of the teacher's salary at the date of retirement, provided it does not exceed \$1,000 in the case of a teacher and \$1,500 in the case of a principal or superintendent, nor shall any annuity fall below \$600.

Illinois.—On May 11, 1901, the law of 1895, which provided for a pension fund, was amended as follows:

That the board of education in cities having a population exceeding 100,000 inhabitants shall have power, and it shall be the duty of said board, to create a public school teachers' and public school employees' pension and retirement fund, and for that purpose shall set apart the following money, to wit: (1) An amount not exceeding one per cent per annum of the respective salaries paid to teachers and school employees elected by such board of education, which amount shall be deducted in equal installments from the said salaries at the regular time for the payment of such salaries; (2) all moneys received from donations, legacies, gifts, bequests, or otherwise, on account of said fund; (3) all moneys which may be derived from any and all sources: *Provided, however*, That no tax shall ever be levied for said fund; (4) any public school teacher or public school employee, a part of whose salary is now or may hereafter be set apart to provide for the fund herein created by this act, *may be released* from the necessities of making further payments to said fund by filing a written notice of his or her desire to withdraw from complying with the provisions of this act with said board of trustees, which said resignation shall operate and go into effect immediately upon its receipt by said board of trustees.

New Jersey.—This State makes provision for the retirement of teachers in Article XXVII of its school law. The essential features of the law are as follows: A board of trustees of the teachers' retirement fund is created, which board administers the fund and pays annuities according to the following provisions:

Whenever any teacher shall have taught in the public schools * * * for a period or periods aggregating twenty years or more, and shall have become incapacitated from earning a sufficient livelihood, such teacher shall, at his or her request, and on the approval of the aforesaid board of trustees, be retired as a teacher and shall receive an annuity out of the fund * * * equal to one-half of the average

annual salary received by such teacher for the five years immediately preceding the time of retirement: *Provided, however*, That no annuity shall be less than two hundred and fifty dollars nor more than six hundred dollars: *Provided further*, That no teacher shall be retired under the provisions of this article unless he or she shall have first paid into said fund such sum as shall make his or her total payments into said fund equal to at least twenty per centum of his or her average annual salary for the five years immediately preceding the time of such retirement.

The retirement fund herein provided for shall be made up as follows:

I. One per centum of the monthly salaries of all teachers upon whom this act shall have become binding by its terms prior to January first, one thousand nine hundred and three; one per centum of the monthly salaries of all teachers who shall become members of said fund on or after January first, one thousand nine hundred and three, and who shall have been teaching ten years or less at the time of becoming members of said fund; two per centum of the monthly salaries of all teachers who shall become members of said fund on or after said date, and who shall have been teaching more than ten years at the time of becoming members of said fund: *Provided*, That on or after said date no person who shall have been teaching more than fifteen years shall become a member of said fund unless he or she shall have passed a satisfactory medical examination under such rules as the board of trustees may prescribe: *And provided further*, That a teacher, now a member of said fund, shall not be required to pay more than one per centum of his or her salary by reason of the fact that he or she has been teaching more than ten years. * * *

II. One per centum of all annuities paid under the provisions of this article, which shall be deducted and withheld from each payment made to any annuitant.

III. All moneys and property received by donation, legacy, gift, bequest, devise, or otherwise, for or on account of said fund;

IV. All interest on investments and other moneys which may be duly and legally raised for the increase of said fund.

In States and cities where the law provides for public authorities to administer a teachers' retirement fund the associations for temporary aid and annuity are gradually winding up their business or merging their interest with the fund created by law. This has been the result in Europe, and naturally will be the result here.

FOREIGN STUDENTS IN GERMAN UNIVERSITIES.

The number of foreigners who were matriculated at the old German universities (21 institutions), not including the technological schools, agricultural, mining, forestry, and veterinary colleges, during the year 1902, was 2,783. These figures show an increase of 177 over the preceding year, when 2,606 were enrolled. Of the number in 1902 (2,783) as many as 708 studied philosophy, philology, and history; 649 mathematics and natural sciences; 585 studied medicine; 323 studied law and economics; 147 Protestant theology; 25 Catholic theology; 156 forestry and administration; 148 agriculture; 26 pharmacy, and 18 dentistry. The foregoing figures do not include the nonmatriculated foreign hearers, of whom there are many more than 2,783, but being irregular students they do not figure on the rolls.

As to the nationality of the foreigners in 1901, as many as 717 were Russians. Other European countries are represented by the following numbers: Austria-Hungary, 507; Switzerland, 259; England, 157; Bulgaria, 68; the Netherlands, 50; France, 47; Greece, 46; Italy, 44; Servia, 44; Luxemburg, 38; Roumania, 37; Turkey, 35; Sweden and Norway, 26; Belgium, 22; Denmark, 8; Spain, 8; Portugal, 2; Montenegro, 2. As many as 492 are from other continents. Of these 323 are Americans, almost all from the United States; 154 are from Asia, almost all from Japan; 12 from Africa, and 3 from Australia.

In the year 1835-36 there were only 475 foreign students, or 4.02 per cent of the total number of university students in Germany. In 1870-71 there were 735, or 6.1 per cent. In 1880-81 the percentage had fallen to 5.16 per cent. In 1890-91 it again rose to 6.7 per cent; in 1900-1901 it was 7.3 per cent, and in 1901-2 it was 7.55 per cent. Ten years ago America furnished the largest contingent with 415 students, 22 per cent of the total number of foreign students; now Russia leads.

As regards the different institutions, the following details as to the number of foreigners will show their relative rank:

UNIVERSITIES.

Berlin	888	Königsberg	62
Leipzig	415	Breslau	47
Munich	259	Tübingen	43
Heidelberg	184	Giessen	41
Halle	162	Erlangen	29
Freiburg	121	Greifswald	25
Göttingen	89	Rostock	17
Marburg	88	Kiel	16
Strasburg	79	Münster	13
Jena	73		
Bonn	68	Total	2,783
Würzburg	64		

POLYTECHNICA.

Munich	461	Aix la Chapelle	144
Darmstadt	413	Stuttgart	78
Karlsruhe	384	Brunswick	54
Berlin	363		
Dresden	261	Total	2,314
Hanover	156		

In 1902 the number of foreigners in the 9 polytechnica was 2,314; in the 5 veterinary colleges, 45; in the 4 agricultural colleges, 156; in the 5 forestry schools, 74; in the 3 mining academies, 304; in the 4 commercial universities, 235. Hence the total number of foreign students in German higher seats of learning was 5,861, exclusive of nonmatriculated hearers.

In the same year the Austrian universities and other higher seats of learning in which German is the medium of instruction had 1,936 foreign students, while Switzerland had 2,491.

Number of foreign students in German universities.

UNIVERSITIES.

	1855.	1870.	1895.	1899.	1900.	1901.	1902.
Berlin			553	655	714	885	888
Leipzig			258	322		370	415
Munich			193	193	206	232	259
Heidelberg			206	205		158	184
Halle			135	138		141	162
Freiburg			84	96		140	121
Göttingen			65	93		102	89
Marburg			61	66		81	88
Strasburg			93	73		79	79
Jena			78	71		60	73
Bonn			50	50		56	68
Würzburg			52	59		45	64
Königsberg			40	49		47	62
Breslau			29	40	40	36	47
Tübingen			35	48		46	43
Giessen			6	35		24	41
Erlangen			80	33		30	29
Greifswald			20	22	21	24	25
Rostock			10	7		18	17
Kiel			17	22		24	16
Münster			10	4		8	13
Total	475	735	2,025	2,284	2,322	2,606	2,783
Per cent of the whole number of students	4.02	6.1	6.2	6.7	7.3	7.5	7.55

Number of foreign students in German universities—Continued.

POLYTECHNICA.

	1895.	1899.	1900.	1902.
Munich	230	.....	.....	461
Darmstadt	83	.....	.....	413
Karlsruhe	123	.....	.....	384
Berlin	213	.....	.....	363
Dresden	151	.....	.....	261
Hanover	84	.....	.....	156
Aix la Chapelle	58	.....	.....	144
Stuttgart	65	.....	.....	78
Brunswick	34	.....	.....	54
Total	1,041	1,276	1,800	2,314

NOTES.—The figures in both tables do not include the foreign nonmatriculated students, whose number is considered fully as large. They are usually students of special branches only.

The number of foreign students in agricultural, forestry, mining, veterinary, and commercial colleges was 864 in 1902.

In 1902 Austria had 1,936 foreign students in its universities; Switzerland, 2,491.

United States contribute from 22 to 25 per cent of the foreign students in Germany.

HIGHER COMMERCIAL EDUCATION.

In Chapter XXV of the Report of the Commissioner of Education for 1901 was given a statement concerning the courses in commerce offered by the universities and colleges of the United States. Since the publication of that article information has been received of the establishment of similar courses in three additional institutions. The courses offered are as follows:

STATE UNIVERSITY OF IOWA.

The school of political and social science was established in 1900 and offers four-year courses of study in commerce, in administration, and in statistics, leading to the degree of Bachelor of Arts or Bachelor of Philosophy. The studies of the freshman and sophomore years in these courses are the same as in the general course in political and social science. Specialization should begin in the junior year, and the work prescribed for the junior and senior years in the courses mentioned is as follows:

Course in commerce.

[The figures indicate the number of hours per week.]

JUNIOR YEAR.

First semester.—Modern industrialism, 3; currency and banking, 3; taxation, 2; elementary law, 3; elective, 4 or 5.

Second semester.—Corporation finance, and accounting, 3; public finance, 3; transportation, 2; commercial law, 3; elective, 4 or 5.

SENIOR YEAR.

First semester.—Theory and technique of statistics, 3; distribution of wealth, 2; international law, 2; modern history, 2 or 3; elective, 6 or 5.

Second semester.—Economic and social statistics, 3; social legislation, 2; commerce and consular service, 2; colonial government, 2; elective, 6 or 5.

Course in administration.

[The figures indicate the number of hours per week.]

JUNIOR YEAR.

First semester.—Principles of American government, 3; local government, 2; theory and technique of statistics, 3; modern history, 2 or 3; elective, 5 or 4.

Second semester.—Political parties, 3; colonial government, 2; public finance, 3; modern history, 2 or 3; elective, 5 or 4.

SENIOR YEAR.

First semester.—Elementary law, 3; administrative law, 2; introduction to sociology, 3; international law and diplomacy, 2; elective, 5.

Second semester.—Constitutional law, 3; administrative law, 2; social amelioration, 3; legal history, 2; elective, 5.

Course in statistics.

[The figures indicate the number of hours per week.]

JUNIOR YEAR.

First semester.—Business organization, 3; theory and technique of statistics, 3; analytics and calculus, 2; political economy, 3 or 2; elective, 4 or 5.

Second semester.—Corporation finance and accounting, 3; economic and social statistics, 3; analytics and calculus, 2; public finance, 3 or 2; elective, 4 or 5.

SENIOR YEAR.

First semester.—Advanced statistics, seminary work, 3; theory of probabilities, 2; administrative law, 2; American history, 3; elective, 5.

Second semester.—Advanced statistics, seminary work, 3; theory of probabilities, 2; administrative law, 2; American history, 3; elective, 5.

OREGON AGRICULTURAL COLLEGE.

The literary commerce course extends through four years and leads to the degree of bachelor of science. The entrance requirements for this course are the same as those for admission to any one of the other courses. The course of study is as follows:

	Hours per week.				Hours per week.		
	First term.	Second term.	Third term.		First term.	Second term.	Third term.
FRESHMAN YEAR.				JUNIOR YEAR.			
Bookkeeping	3	3	3	Commercial law	3	3	5
English composition	5	5	5	Latin or German	5	5	5
Composition and rhetoric	5	5	5	English	5	5	5
Commercial arithmetic	5	5	5	Entomology	7		5
Algebra	5		5	Vertebrate anatomy		7	5
Geometry		5	5	Civics			5
Pennmanship	2	2	2	History	5	5	5
Military drill, or	4	2	5	Military drill	2	2	5
Physical culture	3	3	3	Military science	1	2	5
				Physical culture	1½	1½	5
SOPHOMORE YEAR.				SENIOR YEAR.			
Bookkeeping	3	3	3	Economics	5		5
Stenography	5	5	5	Latin or German	5	5	5
Typewriting	5	5	5	English	5	5	5
Rhetoric	5	4		Aesthetics	5	5	5
Floriculture	3			Psychology		5	5
Algebra		5	5	Astronomy			5
Zoology			7	Geology			5
Military drill, or	4	2	5	Military drill	2	2	5
Physical culture	3	2	3	Military science	1	2	5
				Physical culture	1½	1½	5

LAWRENCE UNIVERSITY, APPLETON, WIS.

The course in commerce was established in 1902. It extends through four years, and leads to the degree of Bachelor of Commercial Science. The candidate must complete satisfactorily during his course the following term-hours of prescribed work: Modern languages, 36; history, 9; English, 10; mathematics, 4; physical and natural sciences, 30; political and social sciences, 15; commerce, 40; religion, 10; physical culture (Bible, evidences), 6; elocution, 6; total, 166. In addition to the prescribed work, students are required to select from the elective courses sufficient to make a total of 204 hours. The subjects included under commerce are economic geography, commercial law, banking and credit, business forms and accounts, transportation, and industrial development.

Students in colleges or courses of commerce of universities and colleges.^a

Institutions.	1900-1901.	1901-2.
University of California	41	59
Colorado Agricultural College	83	90
University of Chicago	88	109
Louisiana State University	33	43
Nevada State University	1	2
Dartmouth College	15	27
New York University	67	89
Oregon Agricultural College		58
Central High School (Philadelphia, Pa.)	362	353
University of Pennsylvania	139	149
University of South Dakota	82	77
Utah Agricultural College	44	94
University of Vermont	1	3
Washington Agricultural College	50	61
West Virginia University	52	122
University of Wisconsin	81	95
University of Wyoming	45	34

^aSo far as reported.

FOREIGN COUNTRIES.

In foreign countries the importance of higher commercial education has been recognized by the establishment of commercial academies and university faculties of commerce in Leipzig, Frankfort, Cologne, and Hamburg, Germany; in Vienna and Prague, Austria; in Zurich, Switzerland; in Paris, France; in Antwerp, Belgium; in London and Birmingham, England, and in Edinburgh, Scotland. The four institutions in Germany already, three years after their establishment, have nearly 2,000 students, 145 of whom are foreigners.

SALARIES OF OFFICERS AND SUPERVISORS OF INSTRUCTION IN CERTAIN CITIES.

City.	Population in 1900.	Date of information.	Superintendent of city schools.	Assistant superintendents. ^a		Drawing.		Music.		Physical training.			Supervisor of writing.	Supervisor of general management.	Supervisor of manual training.	Supervisor of sewing.	Supervisor of kindergarten.	Supervisor of cooking.		
				Number.	Salaries.	Supervisor.	Number of assistants.	Salaries of assistants.	Supervisor.	Number of assistants.	Salaries of assistants.	Supervisor.							Number of assistants.	Salaries of assistants.
1			4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
New York, N. Y.	3,437,202	1902	\$5,000	8	\$5,500	\$4,000	...	\$1,000	\$1,000	...	\$1,000	\$3,000	...	\$900	...	\$4,000	\$2,000	\$2,000	\$2,500	\$2,000
Chicago, Ill.	1,688,575	1902-3	10,000	26	5,000	2,500	4	1,400	61,400	...	1,600	3,000	...	1,400	...	3,000	...	...	...	...
Philadelphia, Pa.	1,293,697	1901	5,000	6	2,500	2,500	7	1,000	2,500	13	900	...	...	...	...	...	...	...	1,500	1,500
St. Louis, Mo.	575,238	1902-3	5,500	3	2,500	1,854	1	1,248	1,854	1	1,248	840	1	683	...	...	...	...	1,831	...
Boston, Mass.	560,892	1901-2	6,000	6	3,780	3,000	1	2,508	3,000	1	2,640	3,000	1	2,280	...	\$88,000	2,508	...	2,880	1,500
Baltimore, Md.	508,957	1900 } 1901 }	4,000	1	2,500	900	1	900	1,500	...	...	1,500	7	504	...	...	750	...	...	...
Cleveland, Ohio.	331,768	1902-3	5,000	1	2,400	2,200	14	504	2,400	1	1,000	41,000	...	...	...	2,400	...	1,200	...	...
Buffalo, N. Y.	352,387	1901-2	5,000	2	1,800	1,600	2	750	1,600	1	1,550	900	...	...	1,600	2,500	1,600	700	1,000	1,000
San Francisco, Cal.	342,782	1900 } 1901 }	4,000	4	1,800	1,500	1	1,200	1,200	1	900	3,000	...	...	...	2,400	...	...	...	1,080
Cincinnati, Ohio.	325,902	1900 } 1901 }	4,500	...	...	1,900	1	800	1,900	8	1,600	1,900	2	800	1,900	...	...	...	...	...

^aIn this category are included all general supervising officers. It embraces those styled "assistant superintendents," "superintendents," "supervisors," "supervisors of high schools" "of grammar schools," "of primary schools," etc. For "supervising principals" and "principals," see table of teachers' salaries.

^bThere are four special teachers at this salary.

^cSupervisor of French and German.

^dThere are two special teachers at this salary.

Salaries of officers and supervisors of instruction in certain cities—Continued.

City.	Population in 1900.	Date of information.	Superintendent of city schools.	Assistant superintendents.		Drawing.		Music.		Physical training.			Supervisor of Ger-man.	Supervisor of man-ual training.	Supervisor of sew-ing.	Supervisor of kin-dergartens.	Supervisor of cook-ing.				
				Number.	Salaries.	Supervisor.	Number of assistants.	Salaries of assistants.	Supervisor.	Number of assistants.	Salaries of assistants.	Supervisor.						Number of assistants.	Salaries of assistants.		
1				5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
Detroit, Mich	285,704	{ 1900 1901	{ \$1,000 4,000	1	(a)	\$1,400	1	\$550	\$1,400			\$1,200			\$1,500		\$1,500				
Milwaukee, Wis	285,315	{ 1900 1901	{ 4,000 4,000	1	\$2,500																
Washington, D. C	278,718	1902-3	4,000	2	2,500	1,200	1	1,200	1,200	1	\$1,000	1,200	1	\$1,000			\$1,000				
				3	2,500			{ 525 1,000			{ 600 1,000			8	{ 500 850						
				1	1,500			1,000			1,000										
Newark, N. J	246,070	1901	4,500	1	1,100	1,500			1,500												
Minneapolis, Minn	202,718	1901-2	4,000	1	1,800	(a)			(a)												
Providence, R. I	175,597	{ 1900 1901	{ 4,000 4,000	1	2,000	1,800	3	1,000	2,000	3	1,000	1,200	3	{ 600 800			1,000				
				4	1,200																
Indianapolis, Ind	169,164	{ 1900 1901	{ (a) (a)	1	(a)	(a)	1	(a)	(a)	1	(a)				(a)		(a)				
Kansas City, Mo	168,752	{ 1900 1901	{ 4,000 4,000	2	2,000	450			900			900							675		
St. Paul, Minn	163,065	1901-2	3,600	1	(a)	(a)			(a)												
Rochester, N. Y	162,608	1902-3	5,000	1	e1,800	1,200			1,200								(a)	750	(a)		
Denver (District No. 1), Colo.	138,859	1901-2	5,000			1,400			1,600			1,400					1,000	1,000	1,100		
Allegheny, Pa.	129,896	1901-2	3,000			1,100			e1,000								1,200	1,000			
Columbus, Ohio	125,560	{ 1900 1901	{ 3,000 3,000			1,125			1,350			900					\$1,050				
Worcester, Mass.	118,421	{ 1900 1901	{ 4,000 4,000			2,000	1	1,300	1,650	1	1,500	1,100					2,000		(a)		
				1	800					1	900										
Syracuse, N. Y	108,374	{ 1900 1901	{ 3,600 3,600	1	1,100	1,000	1	550	1,500	1	1,200	1,000	1	700	1,000				1,000		
New Haven, Conn	108,027	{ 1900 1901	{ (a) 3,000	1	2,100	1,600			2,500								750		1,000		
Paterson, N. J	105,471	{ 1900 1901	{ 3,000 3,000			(a)			(a)										1,300		

Salaries of principals and teachers in certain cities.

City.	Date of information.	Normal or training school.			High schools.			Grammar schools.					Primary schools.			Kindergartens.	
		Prin- cipal.	Teach- ers of highest rank.	Teach- ers of lowest rank.	Prin- cipals.	Teach- ers of highest rank. ^a	Teach- ers of lowest rank.	Super- vising prin- cipals.	Prin- cipals of largest schools.	Assist- ants of highest rank.	Prin- cipals of largest schools.	Assist- ants of highest rank.	Prin- cipals of largest schools.	Assist- ants of lowest rank.	Assist- ants of highest rank.	Assist- ants of lowest rank.	Direct- ors with maxi- mum allow- ance for experi- ence.	17	18
I	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
New York, N.Y.	1902	\$5,000	\$3,000	\$1,000	\$3,500 5,000	\$3,000	\$1,100		\$5,500	\$2,400				\$600		\$1,240	\$600
Chicago, Ill.	1902-3	5,000	2,500	1,000	2,000 3,000 4,000	2,000	850	\$2,065	2,500	1,175	\$550	\$1,000	550	550			550
Philadelphia, Pa.	1901	4,000	3,000	500	3,500 4,500	3,000	500	\$2,065	1,865	820	520	\$795		470		620	470
St. Louis, Mo.	1902-3	(b)			3,500 4,500	2,000	683		2,060	893				120		735	394
Boston, Mass.	1901-2	3,780	3,000	1,110	3,780 3,000	3,000	972		3,180	2,310	552	1,080		352		732	422
Baltimore, Md.	1901	2,400	1,200	1,000	2,000 3,000	2,000	500		2,000	1,008				300		504	190
Cleveland, Ohio.	1902-3	3,000	1,800	1,000	3,000 4,000	2,000	1,000		1,700	850				450		\$750	350
Buffalo, N. Y.	1901-2	1,800	750	750	2,500 1,700	1,600	450		2,000	700				400		600	300
San Francisco, Cal.	1901				3,000	1,860	1,200		2,400	1,500	600	1,800	1,200	600			
Cincinnati, Ohio.	1900				2,000	2,100	900		2,100	e1,500	e600	f1,900	f1,300	f400			
Detroit, Mich.	1902	(c)	(c)	(c)	2,000	1,000	700		1,800	800				350		725	35
Milwaukee, Wis.	1900				2,500	1,700	600		1,700	900	450	1,300	700	450		600	400
Washington, D. C.	1902-3	1,600	1,200	800	1,600 1,500	1,500	500	2,000	1,500	900	450	700	650	450		500	300
Newark, N. J.	1901	3,000	1,500	900	3,500 4,000	2,000	850		2,000	1,200	525	2,000	700	525		650	525
Minneapolis, Minn.	1901-2				1,200 1,500	1,200	600		1,450	800	400	(g)	700	400		f750	300
Providence, R. I.	1900				2,500	1,800	600		2,000	750	400	825	750	400		600	400
Indianapolis, Ind.	1900	(h)	1,000	700				1,500	1,200	800	400			400			
Kansas City, Mo.	1901-2				1,575 2,565	1,890			1,620	585	360			360		450	

St. Paul, Minn.....	1902-3	(g)	(g)	1,100	700	1,500	700	400	400	750	400
Rochester, N. Y.....	1902-3	2,000	1,000	{ 3,000 } { 2,000 } { 2,500 }	1,800	1,650	550	.....	.....	550	.....
Denver, Colo. (District No. 1).....	1901-2	.....	.....	{ 3,200 } { 3,000 }	1,700	2,000	950	635	.....	550	325
Allentown, Pa.....	1901-2	.....	.....	{ 3,000 } { 1,400 }	750	2,000	800	450	650	1,700	.....
Columbus, Ohio.....	{ 1900 } { 1901 }	900	75	{ 1,800 } { 1,215 }	675	1,080	585	300	300	m.585	.....
Worcester, Mass.....	1901	.....	.....	{ 3,200 } { 2,300 }	600	1,900	700	500	500	600	350
Syracuse, N. Y.....	{ 1900 } { 1901 }	1,000	.....	3,000	550	1,600	600	300	300	.....	.....
New Haven, Conn.....	1901	.....	.....	{ 3,000 } { 1,800 }	500	1,000	750	300	300	600	300
Paterson, N. J.....	{ 1900 } { 1901 }	1,750	725	410	850	1,500	700	410	410	575	425
Omaha, Nebr.....	1901-2	.....	.....	2,400	700	1,500	700	400	400	700	400
Los Angeles, Cal.....	1901-2	.....	.....	{ 2,000 } { 1,600 }	950	1,500	760	600	600	600	420
Lowell, Mass.....	1901	2,000	900	3,000	650	2,000	690	450	450	500	350
Albany, N. Y.....	1901-2	1,900	800	750	700	1,900	600	400	400	600	.....
Cambridge.....	1901	2,500	1,000	3,000	500	2,000	400	450	450	700	450
Portland, Oreg.....	1901-2	.....	.....	1,700	940	1,500	700	300	300	700	450
Atlanta, Ga.....	1900	.....	.....	{ 2,000 } { 1,500 }	800	1,200	650	350	350	600	.....
Grand Rapids, Mich.....	1902-3	(g)	(g)	1,100	500	1,500	800	350	350	575	350
Dayton, Ohio.....	1902-3	1,350	810	1,890	810	1,350	720	315	315	612	315
Camden, N. J.....	{ 1900 } { 1901 }	.....	.....	1,200	750	1,000	675	325	325	500	400
Lawrence, Mass.....	1901	1,100	750	800	700	2,000	600	400	400	500	400
New Bedford, Mass.....	1901	1,500	1,200	1,700	650	1,900	675	450	450	550	400
Somerville, Mass.....	1902	.....	.....	3,000	1,700	1,900	725	200	200	600	300

^a Does not include vice-principals.
^b The normal school is connected with the high school.
^c After 10 years' service in this grade.
^d After 12 years' service in this grade.
^e "Intermediate schools," comprising the 6th, 7th, and 8th years of the course.
^f "District schools," comprising the first 5 years of the course.
^g No information at hand as to salary.
^h In 1900.
ⁱ Only one teacher in a building may receive this salary.
^j When two sets of pupils are taught.
^k In 1900-1901.
^l After 5 years' experience.
^m Maximum.
ⁿ Director teachers' training class.

TEACHERS' SALARIES IN CITIES.

Average annual salaries of teachers and supervising officers in cities of over 8,000 inhabitants, summarized by States, etc.

	1900-1901.			1901-1902.		
	Number of teachers and supervising officers.	Expenditure for supervision and teaching.	Average annual salary.	Number of teachers and supervising officers.	Expenditure for supervision and teaching.	Average annual salary.
United States	92,294	\$63,433,167	\$687.29	95,769	\$66,561,505	\$695.02
North Atlantic division	45,185	33,772,007	748.24	46,969	35,543,105	756.74
South Atlantic division	6,254	3,386,842	541.55	6,301	3,436,613	545.41
South Central division	4,574	2,401,700	525.08	4,777	2,483,299	519.84
North Central division	31,092	19,805,331	636.99	32,044	20,729,416	646.90
Western division	5,239	4,067,287	776.35	5,678	4,369,072	769.47
North Atlantic division:						
Maine	762	321,670	422.14	755	326,294	432.17
New Hampshire	527	278,238	527.97	538	283,927	527.75
Vermont	174	75,996	436.76	186	85,084	457.17
Massachusetts	9,003	6,574,107	730.11	9,263	6,897,146	744.59
Rhode Island	1,348	835,302	619.66	1,395	869,545	623.33
Connecticut	2,248	1,309,620	582.57	2,328	1,369,698	588.36
New York	17,628	16,356,674	927.90	18,445	17,315,795	938.77
New Jersey	4,092	2,535,050	619.50	4,316	2,734,606	633.60
Pennsylvania	9,353	5,485,350	586.49	9,743	5,661,060	581.04
South Atlantic division:						
Delaware	272	132,061	485.50	289	138,249	478.37
Maryland	1,848			1,857		
District of Columbia	1,284	877,103	683.10	1,349	905,428	671.18
Virginia	745	369,399	495.84	789	359,061	455.08
West Virginia	343	141,746	413.25	340	152,336	448.05
North Carolina						
South Carolina	210	91,340	434.95	216	95,379	441.57
Georgia	857	436,910	509.81	837	452,795	540.97
Florida				285	79,220	277.96
South Central division:						
Kentucky	1,127	640,800	568.59	1,119	649,654	580.57
Tennessee	698	360,738	516.82	739	381,219	515.86
Alabama	296	142,125	480.15	331	158,378	478.48
Mississippi	169					
Louisiana	877	407,290	461.41	861	394,212	457.85
Texas	1,093	625,632	572.40	1,179	662,721	562.10
Arkansas	234	119,565	510.97	235	119,565	503.79
Oklahoma				112	46,125	411.83
Indian Territory						
North Central division:						
Ohio	5,952	3,830,405	643.55	6,174	4,081,942	661.15
Indiana	2,578	1,460,373	566.47	2,654	1,553,097	585.19
Illinois	8,371	6,404,339	765.06	8,294	6,565,649	791.61
Michigan	3,109	1,738,872	559.33	3,382	1,886,587	557.83
Wisconsin	2,478	1,393,689	562.41	2,586	1,444,120	568.44
Minnesota	2,016	1,291,102	640.43	2,126	1,357,246	638.40
Iowa	1,920	935,885	487.44	1,972	976,241	495.01
Missouri	3,085	1,826,775	591.96	3,203	1,911,626	596.82
North Dakota				55	33,258	604.69
South Dakota	53	27,590	492.68	55	25,484	463.35
Nebraska	672	436,790	649.98	705	456,224	647.13
Kansas	809	435,511	538.33	838	437,942	522.60
Western division:						
Montana	307	237,872	774.83	333	259,165	778.27
Wyoming						
Colorado	946	803,188	849.04	1,011	856,354	847.08
New Mexico						
Arizona				23	15,461	672.22
Utah	401	231,268	576.73	428	248,543	580.71
Nevada						
Idaho						
Washington	712	430,777	605.02	779	505,932	649.46
Oregon	349	228,286	654.11	345	232,974	675.29
California	2,465	2,095,893	850.26	2,695	2,214,230	821.61

REGULATIONS RELATING TO CORPORAL PUNISHMENT IN CITIES OF
OVER 100,000 INHABITANTS.

Corporal punishment is forbidden in the schools of—

The entire State of New Jersey. (New Jersey School Laws, 1902, p. 46, sec. 106.)

New York City. (By-Laws, Board of Education, 1902, p. 41, sec. 451.)

Chicago, Ill. (Rules and Regulations, 1898, p. 28, sec. 62.)

Baltimore, Md. (Rules, 1901, p. 17, art. 181.)

Cleveland, Ohio. (Handbook, 1903, p. 90, sec. 22.)

St. Paul, Minn., except to repel violence, etc. (Annual Report, 1901-2, p. 252, sec. 134.)

Syracuse, N. Y. (Rules and Regulations, 1898, p. 30, sec. 20.)

Providence, R. I., in grades above primary; permitted only with parent's consent in primary grades. (By-Laws, 1897, p. 23, art. 15.)

REGULATIONS IN OTHER CITIES OF OVER 100,000 INHABITANTS.

Philadelphia, Pa.: There is no rule, but corporal punishment is said to have been abandoned by common consent.

St. Louis, Mo.: Not mentioned in Rules of 1902.

Boston, Mass.: Forbidden in high schools and kindergartens, and as to girls in any school. In any case it is restricted to blows upon the hand with a rattan. Each case must be reported through the principal to the superintendent. (Rules and Regulations, 1902, secs. 218 and 241.)

Buffalo, N. Y.: The schools must be governed, as far as possible, without corporal punishment. Except when the superintendent gives special permission to other teachers, only a principal or acting principal may inflict it. (Charter and Ordinances, 1896, Chap. XIV, p. 218, sec. 39.)

San Francisco, Cal.: May not be inflicted in the high schools or upon girls in any schools. It is permitted only in extreme cases and may be inflicted only by principals or by vice-principals with the consent of principals. Excessive punishment is prohibited, only a strap or a rattan being allowed. (Rules, 1900, p. 25, sec. 64.)

Cincinnati, Ohio: May not be inflicted for failures in lessons or recitations. Blows on head or violent shaking of pupils prohibited. (Sixty-sixth Report Board of Education, 1895-96, p. 199, sec. 84.)

Pittsburg, Pa.: Not forbidden, but is inflicted only in extreme cases. (Rept., 1900, p. 11.)

New Orleans, La.: Prohibited in Boys' High School, and in all girls' departments. May be inflicted only in extreme cases and then only upon the hands. (Rules and Regulations, 1901, p. 7, art. 7, secs. 5 and 7.)

Detroit, Mich.: Must be avoided if possible. Must not be inflicted without full knowledge and consent of principal. (Rules Board of Education, 1895, p. 29, rules 90 and 92c.)

Milwaukee, Wis.: Permitted, as last alternative, by principal only. Excessive punishment and lonely confinement prohibited. Must not be inflicted in presence of class. All cases must be reported monthly to superintendent. (Rules and Regulations Board of School Directors, 1898, art. 13, secs. 7 and 8.)

Washington, D. C.: Must be avoided if possible. All cases must be reported monthly to principal and through him and supervising principal to superintendent. (Rules, 1901, p. 10, sec. 50.)

Louisville, Ky.: Must be avoided as far as possible. Cruel punishment or confinement in closets prohibited. May be inflicted only after nature of offense has been fully explained to pupil. (Manual of School Board, 1898, p. 31, sec. 3, rule 3.)

Minneapolis, Minn.: Permitted only when all other means fail. Principal only may inflict corporal punishment; then only when parents give written consent.

Each case must be reported by principal to superintendent. (Report, 1902, p. 143, sec. 6.)

Indianapolis, Ind.: Must be avoided as far as possible. May be inflicted only in presence of principal, and must be immediately reported by him to superintendent. (Manual of Public Schools, 1900-1901, p. 51, sec. 11.)

Kansas City, Mo.: May be inflicted in cases of flagrant offenses, and then only after duly notifying parents or guardians of intended punishment; and if parent or guardian will administer punishment, so as to preserve discipline of the school, teacher must inflict no additional punishment. Must not be inflicted in presence of school, but at the close of session and in presence of two other teachers or the superintendent. (Rules and Regulations Board of Education, 1896, p. 24, sec. 88.)

Rochester, N. Y.: May be inflicted in extreme cases by the principal or, with his consent, by an assistant. (By-laws and Rules, Board of Education, 1898, p. 38, sec. 5.)

Denver, Colo., district No. 1: May be inflicted only after consultation with and with consent of principal. When practicable, superintendent should be consulted. All cases must be immediately reported to superintendent. (Twenty-fifth Annual Report Board of Education, district No. 1, 1899, p. 112.)

Toledo, Ohio: Forbidden in by-laws of 1885, p. 53, sec. 3. Not mentioned in by-laws of later date.

Allegheny, Pa.: Must be avoided when obedience and good order can be preserved by milder measures. (Rules, Annual Report Superintendent Public Schools, 1902, p. 123, art. 4, sec. 3.)

Columbus, Ohio: Allowed when all other means have failed. To be inflicted in schoolroom by pupil's teacher, the principal being the judge of special cases. Punishment in the nature of personal indignity forbidden. (Report, 1891, p. 136, secs. 27, 28.)

Worcester, Mass.: Permitted only in extreme cases, then only when approved by principal or superintendent. Must not be inflicted in presence of school. Teachers are required to make and keep complete records of all cases. (Rules of School Committee, 1900, p. 22, sec. 12.)

New Haven, Conn.: May be administered, with consent of principal, in extreme cases only, but never at same session of school at which the offense was committed. Cases to be reported monthly to superintendent. (Manual, 1891, p. 56, art. 12, sec. 176.)

Fall River, Mass.: May be inflicted where milder measures fail. Must not ordinarily be administered in presence of school. Record of each punishment and offense must be sent to superintendent for inspection of the board. (Rules and Regulations, 1894, p. 13, sec. 46.)

St. Joseph, Mo.: Must be avoided as far as possible. Each case to be reported to principal and by him monthly to superintendent. (Report, 1889-90, p. 170, sec. 13.)

Omaha, Nebr.: Teachers are required to govern their pupils by kindness and appeals to their nobler affections and sentiments. (Rules and Regulations, 1900, p. 55, sec. 105.)

Los Angeles, Cal.: Must be avoided if possible; switch or strap to be used; blows upon face or head forbidden. Report, 1901-2, p. 158, sec. 82.)

Memphis, Tenn.: Must be avoided when good order can be preserved by milder measures. (Manual, 1897-98, p. 53, sec. 48.)

Scranton, Pa.: No information is at hand.

TEMPERANCE INSTRUCTION IN THE PUBLIC SCHOOLS.

The following table shows the leading provisions of the statutes of the several States and Territories relating to temperance instruction in the public schools. The text of these laws is given in Chapter VI of the Annual Report of this Bureau for the present year (pp. 315-338).

EXPLANATION OF CHARACTERS.

M—The study of physiology and hygiene, with special reference to the effects of alcoholic drinks and narcotics upon the human system, is Mandatory in the public schools.

TT—It must be Taught in the same manner and as Thoroughly as other required branches.

TE—Teachers must pass a satisfactory Examination in this subject as a condition of employment.

A—The study must be taught in All schools supported in whole or in part by public funds.

AA—It is required of All pupils in All schools.

PRB—Pupils able to Read must be taught by means of text Books on the subject.

15-20 (or 1/4-20)—The text-books on physiology for primary and intermediate schools must give one-fifth (or one-fourth) their space to this subject, and those for high schools at least 20 pages.

SA—Text-books must give Space Adequate to the subject.

PE—Pupils must be Examined and tested in their knowledge of this subject before being promoted to higher grades.

SR—County or city Superintendent must Report to State superintendent to what extent this law has been complied with.

TC—Teacher must Certify in school register, before returning same at the end of the term, whether this law has been complied with in his school or grade.

TN—The subject must be Taught in Normal schools, teachers' training classes, and institutes.

P—The statute specifies a Penalty for violation. In other States it is punishable under some general penal statute.

n—A minimum Number of lessons per week and year is specified.

* Above primary.

° All pupils whose capacity will admit.

§ Above the fourth grade.

State or Territory.	Statutory provisions.									
Alabama.....	M	TT	TE	AA						
Alaska.....	M	TT	TE	AA	PRB					P
Arizona.....	M	TT	TE	AA	PRB					P
Arkansas.....	M		TE	AC				SR		
California.....	M			AA						
Colorado.....	M	TT		AA	PRB					
Connecticut.....	M		TE*						TN	P
Delaware.....	M		TE	AA	PRB					P
District of Columbia.....	M	TT	TE	AA	PRB					P
Florida.....	M		TE							
Georgia.....	M	TT	TE	AA				SR		
Idaho.....	M		TE*							
Illinois.....	M	TT _n	TE	AA	PRB	15-20			TN	P
Indiana.....	M		TE	AA						P
Indian Territory.....	M	TT	TE	AA	PRB					P
Iowa.....	M	TT	TE	AA				SR		P
Kansas.....	M		TE	AA						
Kentucky.....	M	TT								
Louisiana.....	M		TE	A						
Maine.....	M		TE	A°						
Maryland.....	M	TT		AA	PRB					
Massachusetts.....	M	TT		AA						
Michigan.....	M	TT		AA	PRB	14-20		TC		P
Minnesota.....	M		TE					SR		P
Mississippi.....	M		TE							
Missouri.....	M		TE	A						
Montana.....	M									
Nebraska.....	M		TE	A						
Nevada.....	M									
New Hampshire.....	M	TT		A*						P
New Jersey.....	M	TT	TE	AA	PRB	SA				P
New Mexico.....	M	TT	TE	AA	PRB					P
New York.....	M	TT _n	TE	A	PRB	15-20	PE	SR	TN	P
North Carolina.....	M									
North Dakota.....	M	TT	TE							
Ohio.....	M	TT	TE							
Oklahoma.....	M	TT	TE	AA			PE		TN	P
Oregon.....	M	TT	TE	AA	PRB					P
Pennsylvania.....	M	TT	TE	AA	PRB§			TC		P
Rhode Island.....	M			A				SR		
South Carolina.....	M			A						
South Dakota.....	M		TE							
Tennessee.....	M	TT	TE	AA						
Texas.....	M		TE	A						
Utah.....	M			A						
Vermont.....	M									
Virginia.....	M	TT								
Washington.....	M									P
West Virginia.....	M	TT	TE	AA						P
Wisconsin.....	M		TE	AA						P
Wyoming.....	M		TE	A*				SR		P

BENEFACTIONS TO EDUCATION.

Classes of institutions.	1900-1901.		1901-2.	
	Number of institutions receiving benefactions.	Amounts.	Number of institutions receiving benefactions.	Amounts.
Universities and colleges	270	\$17,023,202	251	\$14,840,629
Colleges for women:				
Division A	8	591,235	13	1,466,880
Division B	37	343,986	27	305,875
Schools of technology	4	82,000	12	426,783
Schools of theology	49	946,473	55	1,269,433
Schools of law	4	103,060	8	52,859
Schools of medicine ^a	11	209,192	15	151,573
Public normal schools	6	167,337	3	150,420
Private normal schools	15	448,355	9	550,916
Public high schools	57	36,656	84	142,936
Private high schools	166	1,266,974	174	980,685
Total	627	21,158,400	651	20,348,739

^aIncluding schools of dentistry, pharmacy, and veterinary surgery.

Benefactions to educational institutions, 1871-1902.

1871	\$8,593,740	1888-89	\$6,942,058
1872	10,072,540	1889-90	a8,011,019
1873	11,225,977	1890-91	a8,519,233
1874	6,053,804	1891-92	a8,721,902
1875	4,126,562	1892-93	a8,207,690
1876	4,691,845	1893-94	a10,855,365
1877	3,015,256	1894-95	b8,240,876
1878	3,103,239	1895-96	b11,677,048
1879	5,249,810	1896-97	b10,049,141
1880	5,518,501	1897-98	b10,981,209
1881	7,440,224	1898-99	b c25,332,792
1882-83	7,141,363	1899-1900	b15,066,561
1883-84	11,270,286	1900-1901	b21,158,400
1884-85	9,314,081	1901-2	b20,348,739
1885-86	5,976,168		
1886-87	7,512,910		
1887-88	6,646,368		
		Total for 32 years.....	291,059,209

COEDUCATION OF THE SEXES.

The policy of coeducation in the universities of the United States has been vigorously discussed in the public press during the current year, and many inquiries as to the policy have been received in this office from our own and from foreign countries.

This revival of interest appears to be due to certain readjustments which have been made at the Leland Stanford Junior and Chicago universities, the former limiting the number of women students in attendance at any one time to 500, and the latter arranging for the separate instruction of men and women (or, as it is termed, segrega-

^a Does not include gifts to secondary schools.

^b Includes gifts to normal and secondary schools.

^c Leland Stanford Junior University alone received \$11,000,000 in 1898-99.

tion) during the first two years of the university course. Dr. David Starr Jordan, president of Leland Stanford Junior and Dr. W. R. Harper, president of Chicago, both disclaim any intention of antagonizing the general policy of coeducation by these modifications. Apart from these changes, the actual status of our schools and higher institutions remains as reported last year.

In the elementary schools coeducation is the general practice. Exceptions are indeed found in a few cities (less than 6 per cent of the total number), situated for the most part on the eastern border of the country, but these exceptions are in the main due to accidental conditions, such as the location or structure of school buildings. In some cases they are survivals from the period of feeble beginnings, when experiments in the direction of public schools were cautiously begun by the establishment of schools for boys.

The tendency is to do away with the separate schools where these exist; thus, out of 15 cities which in 1891 reported separate high schools, three have since adopted the coeducation plan. Of a total of 6,005 public high schools reporting to the Office the present year, 98 per cent are mixed schools. The majority, even of private secondary schools reporting to the Office, are also mixed schools, viz, 1,121, or 56.7 per cent, in a total of 1,987.

The policy of coeducation in higher institutions was inaugurated by Oberlin College, Ohio, in 1833. In 1880, that is, forty-seven years from the founding of Oberlin, more than half the colleges of the country—51.3 per cent (technical schools not included)—had adopted the policy. In the decade 1880 to 1890 the proportion increased to 65.5 per cent. In 1900 it had risen to 71.6 per cent. In the number of coeducational institutions reporting to this Office in 1891-92 were included 24 State universities and 8 private foundations of the highest order. Since that time there have been added to the list 6 State universities, 3 Territorial universities, and 6 private institutions of high order. Several colleges have also adopted coeducation during the last decade, which in respect to scholastic standards and present equipments might well be classed with some of the State institutions included above; but for obvious reasons the latter must exert an influence in the development of their States beyond what is possible for any local college.

Foreign countries.—In England 65 per cent of the departments into which the elementary schools are divided have boys and girls in the same classes; in Scotland, 97 per cent. Statistics for Ireland show that 51 per cent of the national schools have a mixed attendance of boys and girls.

Separate education is the general policy in English schools of secondary grade, and where both sexes are admitted to the same school it is generally to separate departments. The royal commission on secondary education advocate the extension of the coeducational policy, and since the publication of their report (1895) experiments in this direction have noticeably increased.

In the British colonies, with very few exceptions, both mixed and separate schools are found. In Ontario all the schools are mixed. In Quebec the schools for English children are, as a rule, mixed, but in those for the French the sexes are separated. In the Australasian colonies the tendency to separate departments for boys and girls is noticeable in cities. In Cape Colony, while nearly all schools are mixed, separate schools for girls are encouraged.

In France custom and sentiment favor the separate education of boys and girls, and the law requires every commune having above 500 inhabitants to establish a separate school for girls unless specially authorized to substitute therefor a mixed school.

In secondary schools, public and private, separate education is the universal rule.

Germany.—Separate education is the preferred policy of the German States, but is not practicable in the rural primary schools. According to statistics of 1891, in Prussia two-thirds of the children in the common schools were in mixed classes, but

in the cities the proportion was only three-tenths. In Saxony only the two lowest classes are mixed, so that separation occurs generally at the tenth year of age—always by the twelfth.

Other continental countries.—Similar conditions prevail in the remaining countries of Europe, the tendency toward separation being most strongly marked in the Catholic countries. In Italy the law calls for separate schools for boys and girls, and if they attend at the same building it must be in separate departments, each provided with its own entrance door. The lowest classes, however, may be, and often are, mixed.

In Norway, and to a less extent in Denmark, girls are securing admission to secondary schools formerly reserved for boys.

The South American republics follow the precedent of the Latin States of Europe. Brazil, like Italy, requires separate schools for the two sexes. In 1888 the experiment of admitting boys and girls to the same class room was made in a few schools, but they were seated in different rooms outside of recitation hours.

Coeducation in the universities of Europe.—At Oxford University women are admitted by courtesy to the lectures of about 160 professors and readers. They are also admitted to the examinations for B. A., but the degree itself is not conferred upon them. Substantially the same arrangements have been adopted at Cambridge. Durham University confers upon women all degrees excepting those in divinity. London University, Victoria University, and the University of Wales make no discriminations on account of sex.

The university colleges established in England since 1868 are open to men and women. By the "universities act" of 1889 the Scotch universities were authorized to open their doors to women. Edinburgh admits them to the classes with men. Glasgow has affiliated Queen Margaret College for Women, and more recently (1895) opened all lectures in the faculty of arts to women. The University College of Dundee, affiliated to St. Andrews, is coeducational.

Women are admitted to all the privileges of the Royal University of Ireland. Trinity College, Dublin, does not admit women, but "special examinations for women outside the course for students of the college were established about twenty-five years ago, and are still continued."

In 1897 there were altogether 3,550 women in attendance upon universities and university colleges in Great Britain and Ireland.

In France women have never been legally deprived of university privileges, and since 1863, when the first woman was enrolled in the Paris faculties, the number of women matriculates has been gradually increasing.

The number of women students registered in the French universities in 1898 was 871 on a total of 28,782.

The universities and secondary schools of Italy admit students of both sexes to the same class, a policy at variance with that pursued in the elementary schools.

Women have recently been admitted to courses in the universities of Germany, Austria, and Hungary, special authorization being required in each individual case.

In 1898-99 the Prussian universities granted the privilege of attendance to 414 women as against 117 in 1895-96.

The University of Athens was open to women in 1890.

FREE TEXT-BOOKS.

In the following-named States text-books are required to be furnished free: Delaware, Idaho, Maine, Maryland, Massachusetts, Nebraska, New Hampshire, New Jersey, Pennsylvania, Rhode Island, Vermont, Wyoming (12 States).

In the following-named States authority is vested in local boards or voters to determine whether text-books shall be furnished free: Colorado, Connecticut, District of Columbia, Iowa, Kansas, Michigan, Minnesota, Montana, New York, North Dakota, Ohio, South Dakota, Utah, West Virginia, Wisconsin (15 States).

IN CITY SCHOOLS.

In January, 1903, the following inquiries were addressed to the superintendent of city schools of each of the 161 cities of 25,000 population and over in the United States:

1. Are text-books furnished free to all the pupils in any of the grades of your city schools?
2. In what year did the city begin to furnish free text-books in any of the grades?
3. In which grades were they then supplied to all the pupils in said grades?
4. In which grades of your schools are they now furnished to all the pupils?

Responses were received from 159 of the 161 superintendents. In many cases the information was not complete. The answers to the inquiries, so far as could be tabulated, are given for each city in the following table:

Name of city.	Population in 1900.	Are free text-books furnished?	City began to furnish free text-books.	In which grades then supplied?	In which grades now furnished?
New York, N. Y.	3,457,202	Yes	1878	All grades	All grades.
Chicago, Ill.	1,698,575	No.			
Philadelphia, Pa.	1,293,697	Yes	1818	All grades	Do.
St. Louis, Mo.	575,238	Yes	1897	1 to 4, inclusive	1 to 4, inclusive. ^a
Boston, Mass.	560,892	Yes	1884	All grades	All grades.
Baltimore, Md.	508,957	Yes	1884	do.	Do.
Cleveland, Ohio.	381,768	Yes	1901	3 to 8, inclusive ^b	3 to 8, inclusive. ^b
Buffalo, N. Y.	352,387	Yes	1893	All grades	All grades.
San Francisco, Cal.	342,782	No.			
Cincinnati, Ohio	325,902	Yes	1899	7 and 8	3 to 8, inclusive.
Pittsburg, Pa.	321,616	Yes	1894	All grades	All grades.
New Orleans, La.	357,104	No.			
Detroit, Mich.	285,704	Yes	1892	Elementary grades	Elementary grades.
Milwaukee, Wis.	285,315	No.			
Washington, D. C.	278,718	Yes	1891	1 to 4, inclusive	1 to 8, inclusive
Newark, N. J.	245,070	Yes	1838	All grades	All grades.
Jersey City, N. J.	206,433	Yes	1830	Primary grades	All grades. ^c
Louisville, Ky.	204,791	No.			
Minneapolis, Minn.	202,718	Yes	1893	All grades	Elementary grades.
Providence, R. I.	175,597	Yes	1893	do.	All grades.
Indianapolis, Ind.	169,164	No.			
Kansas City, Mo.	163,752	No.			
St. Paul, Minn.	163,065	No.			
Rochester, N. Y.	152,608	No.			
Denver, Colo. (district No. 1)	133,859	Yes	1883	Elementary grades	Elementary grades.
Toledo, Ohio	131,822	Yes	1894	All grades	All grades.
Allegheny, Pa.	129,896	Yes	1893	do.	Do.
Columbus, Ohio	125,560	No.			
Worcester, Mass.	118,421	Yes	1881	All grades	All grades.
Syracuse, N. Y.	108,374	Yes	1887	1 to 3, inclusive	Elementary grades
New Haven, Conn.	108,027	Yes	1880	All grades	All grades.
Paterson, N. J.	105,171	Yes	1860	do.	Do.
Fall River, Mass.	104,863	Yes	1874	do.	Do.
St. Joseph, Mo.	102,979	No.			
Omaha, Nebr.	102,555	Yes	1888	All grades	Do.
Los Angeles, Cal.	102,479	No.			
Memphis, Tenn.	102,320	No.			
Scranton, Pa.	102,026	Yes	1888	All grades	Do.
Lowell, Mass.	94,969	Yes	1881	do.	Do.
Albany, N. Y.	94,151	No.			
Cambridge, Mass.	91,886	Yes	1884	All grades	Do.
Portland, Oreg.	90,426	No.			
Atlanta, Ga.	89,872	No.			
Grand Rapids, Mich.	87,565	No.			
Dayton, Ohio	85,333	No.			

^a Free books and stationery will be furnished all grades September, 1903.

^b Spellers, 3 to 8, inclusive. Geographies, 4 to 8, inclusive.

^c Since 1848, all grades.

Name of city.	Population in 1900.	Are free text-books furnished?	City began to furnish free text-books.	In which grades then supplied.	In which grades now supplied.
Richmond, Va.	85,050	No.	.....	.....	.....
Nashville, Tenn.	80,865	No.	.....	.....	.....
Seattle, Wash.	80,671	Yes	1897	All grades	All grades.
Hartford, Conn.	79,850	Yes	1902	Elementary grades.	Elementary grades.
Reading, Pa.	78,961	Yes	1892	All grades	All grades.
Wilmington, Del.	76,508	Yes	1875	do	Do.
Camden, N. J.	75,935	Yes	1883	do	Do.
Trenton, N. J.	73,307	Yes	1887	All grades	Do.
Bridgeport, Conn.	70,996	No.	.....	.....	.....
Lynn, Mass.	68,513	Yes	1884	All grades	Do.
Oakland, Cal.	66,960	No	.....	.....	.....
Lawrence, Mass.	62,559	Yes	1884	All grades	Do.
New Bedford, Mass.	62,442	Yes	1884	do	Do.
Des Moines, Iowa	62,139	Yes	1899	do	Do.
Springfield, Mass.	62,059	Yes	1884	do	Do.
Somerville, Mass.	61,643	Yes	1884	do	Do.
Troy, N. Y.	60,651	No.	.....	.....	.....
Hoboken, N. J.	59,364	Yes	1855	All grades	Do.
Evansville, Ind.	59,007	No.	.....	.....	.....
Manchester, N. H.	56,887	Yes	1830	All grades	Do.
Utica, N. Y.	56,383	No.	.....	.....	.....
Peoria, Ill.	56,100	Yes	1900	First grade	First grade. ^b
Charleston, S. C.	55,807	No.	1856	Primary grades	None.
Savannah, Ga.	54,244	No.	.....	.....	.....
Salt Lake City, Utah	53,531	Yes	1892	1 to 8, inclusive	1 to 8, inclusive.
San Antonio, Tex.	53,321	No.	.....	.....	.....
Duluth, Minn.	52,969	Yes	1886	Elementary grades ^c	All grades.
Erie, Pa.	52,733	Yes	1893	Elementary grades	Do.
Elizabeth, N. J.	52,130	Yes	1850	All grades	Do.
Wilkesbarre, Pa.	51,721	Yes	1892	Elementary grades ^c	Do.
Harrisburg, Pa.	51,418	No.	.....	.....	.....
Harrisburg, Pa.	50,167	Yes	1891	Primary grades	Do.
Portland, Me.	50,145	Yes	1890	All grades	Do.
Yonkers, N. Y.	47,931	Yes	1882	do	Do.
Yonkers, N. Y.	46,624	Yes	1865	do	Do.
Waterbury, Conn.	45,859	Yes	1896	do	Do.
Holyoke, Mass.	45,712	Yes	1883	do	Do.
Fort Wayne, Ind.	45,115	No.	.....	.....	.....
Houngstown, Ohio	44,885	No.	.....	.....	.....
Houston, Tex.	44,633	Yes	1900	1 to 4, inclusive	1 to 4, inclusive.
Covington, Ky.	42,933	No.	.....	.....	.....
Akron, Ohio	42,728	Yes	1896	1 to 8, inclusive	1 to 8, inclusive.
Dallas, Tex.	42,638	No.	.....	.....	.....
Saginaw, Mich.	42,345	Yes	1885	All grades	All grades.
Lancaster, Pa.	41,459	Yes	1887	do	Do.
Lincoln, Neb.	40,169	Yes	1891	do	Do.
Brockton, Mass.	40,063	Yes	1884	do	Do.
Binghamton, N. Y.	39,647	Yes	1888	1 to 4, inclusive	Elementary grades
Augusta, Ga.	39,441	No.	.....	.....	.....
Pawtucket, R. I.	39,231	Yes	1893	All grades	All grades.
Altoona, Pa.	38,973	Yes	1888	do	Do.
Wheeling, W. Va.	38,878	No.	.....	.....	.....
Mobile, Ala.	38,469	No.	.....	.....	.....
Birmingham, Ala.	38,415	No.	.....	.....	.....
Little Rock, Ark.	38,307	No.	.....	.....	.....
Springfield, Ohio	38,253	Yes	1895	All grades	1 to 4, inclusive. ^d
Galveston, Tex.	37,789	No.	.....	.....	All grades.
Tacoma, Wash.	37,714	No.	.....	.....	.....
Haverhill, Mass.	37,175	Yes	1881	All grades	Do.
Spokane, Wash.	36,848	Yes	1898	do	Do.
Terre Haute, Ind.	36,673	No.	.....	.....	.....
Dubuque, Iowa	36,297	No.	.....	.....	.....
Quincy, Ill.	36,252	No.	.....	.....	.....
South Bend, Ind.	35,999	No.	.....	.....	.....
Salom, Mass.	35,956	Yes	1884	All grades	Do.
Johnstown, Pa.	35,936	Yes	1875	Elementary grades	Do.
Elmira, N. Y.	35,672	No.	.....	.....	.....
Allentown, Pa.	35,416	Yes	1893	All grades	Do.
Davenport, Iowa	35,254	No.	.....	.....	.....
McKeesport, Pa.	34,227	Yes	1894	All grades	Do.
Springfield, Ill.	34,159	No.	.....	.....	.....
Chelsea, Mass.	34,072	Yes	1885	All grades	Do.
Chester, Pa.	33,988	Yes	1864	do	Do.
York, Pa.	33,708	Yes	1893	All grades	Do.
Malden, Mass.	33,664	Yes	1884	do	Do.
Topeka, Kans.	33,608	No.	.....	.....	.....

^aCertain supplemental books furnished in elementary grades.

^cReaders only.

^bReaders to all elementary grades.

^dSupplemental readers only.

Name of city.	Population in 1900.	Are free text-books furnished?	City began to furnish free text-books.	In which grades then supplied.	In which grades now furnished.
Newton, Mass	33,587	Yes	1884	All grades	All grades.
Sioux City, Iowa	33,111	No			
Bayonne, N. J.	32,722	Yes	1893	All grades	Do.
Knoxville, Tenn.	32,637	No			
Schenectady, N. Y.	31,682	No			
Fitchburg, Mass	31,531	Yes	1884	All grades	Do.
Superior, Wis	31,091	Yes	1891	do	Do.
Rockford, Ill	31,051	No			
Taunton, Mass.	31,036	Yes	1884	All grades	Do.
Canton, Ohio	30,667	No			
Butte, Mont	30,470	Yes	1897	1 to 8, inclusive	1 to 8, inclusive.
Montgomery, Ala.	30,346	No			
Auburn, N. Y.	30,345	No			
Chattanooga, Tenn	30,154	No			
East St. Louis, Ill	29,655	No			
Joliet, Ill	29,353	No			
Sacramento, Cal.	29,282	No			
Racine, Wis.	29,102	No			
La Crosse, Wis	28,895	Yes	1882	All grades	All grades.
Williamsport, Pa	28,757	Yes	1893	do	Do.
Jacksonville, Fla	28,429	No			
Newcastle, Pa	28,339	Yes	1893	All grades	Do.
Newport, Ky	28,301	No			
Oshkosh, Wis	28,284	No			
Woonsocket, R. I	28,204	Yes	1877	1 to 9, inclusive	All grades. ^d
Pueblo, Colo. (Dist. No. 1)	28,157	No			
Atlantic City, N. J.	27,838	Yes	1888	All grades	All grades.
Passaic, N. J.	27,777	Yes	1870	do	Do.
Bay City, Mich	27,628	Yes	1889	1 to 8, inclusive	All grades. ^e
Fort Worth, Tex.	26,688	No			
Lexington, Ky	26,369	No			
Gloucester, Mass.	26,121	Yes	1884	All grades	All grades.
Joplin, Mo.	26,023	No			
South Omaha, Nebr	26,001	Yes	1891	All grades	Do.
New Britain, Conn	25,998	Yes	1897	Elementary grades.	Elementary grades.
Council Bluffs, Iowa	25,802	Yes	1902	All grades	All grades.
Cedar Rapids, Iowa	25,656	Yes	1902	do	Do.
Easton, Pa	25,238	Yes	1889	do	Do.
Jackson, Mich	25,180	No			

^a Readers only.

^b Supplemental readers only.

^c Only music books and supplemental readers.

^d French, German, Latin, and Greek books are not furnished.

^e High school included in 1899.

EDUCATION IN CUBA AND MEXICO.

[The Bureau is indebted to the courtesy of the honorable the Secretary of State for the following translations of articles on education in Cuba and the district of Mexico, and for the report of a visit to the public schools of Cienfuegos, Cuba, by Mr. Max J. Baehr, United States consul.

The account of the condition of education in Cuba is taken from the message of President Palma while the article relating to Mexico is taken from the message of President Diaz.

Consul Baehr's report of his visit to the schools of Cienfuegos is especially interesting as being the testimony of an outsider to the condition of schools in a Cuban city.]

EXTRACT FROM MESSAGE OF THE PRESIDENT OF CUBA.

The Government continues to devote special attention to the important branch of public instruction, convinced that individual and collective culture is the fundamental basis of modern democracy and that it is indispensable, in order to make out of the Cuban people a people prosperous and obedient, to persevere in the sacrifices required by the propagation of learning in all its grades, primary, secondary, superior, and

professional. The work is slow; the results are not felt at once, as are those produced by the efforts to materially improve. However, the product will be certain and the harvest abundant. We are behind in the race in which civilized peoples have been competing since the dawn of the nineteenth century, and we must regain the time lost by energy and constancy. The aim is eminently social and can not be attained without the cooperation of all who constitute our population, some exercising the initiative corresponding to them by reason of their superior culture, the others—who, unfortunately, form the greater number—following the counsels and guidance of those best fitted.

Our scholastic organization, based on military orders 266 of 1899 and 368 of 1900, with some modifications contained in later orders, calls upon parents to directly participate in the matter of schools, through the boards of education clothed with the powers necessary, although under the general supervision of the State.

There has been a decrease in the number of schoolhouses during the present year. The average of the four months is 1,847 schools for last year, with 3,489 schoolrooms, against 1,373 schools and 3,328 rooms for the present year, or, that is, 161 schoolrooms less.

Divers causes occasioned this decrease. It has been endeavored to group the greatest possible number of rooms in the same premises for the purposes of economy and add to others existing, where the scholastic population is more dense, the pupils of those which have been abolished on account of the very small average of attendance. Furthermore, after the last examination the number of teachers qualified legally to teach in public schools was found to be short. For this reason many rooms were without teachers. Several have since been provided for, but to do so it has been necessary to qualify persons who in the examinations had obtained the best marks among the nonaccepted. Notwithstanding, not a few rooms are still without teachers, principally in the rural wards of districts like Jiguani, Sagua de Tanamo, Baracoa, Mantua, and Guane, for which no aspirants present themselves, due, without doubt, to the difficulties of communication.

The average number of scholars during the four months was 158,104 in 1901-2—84,191 males and 73,913 females, and in 1902-3 140,276—80,654 males and 67,622 females, a decrease of 9,826. This difference is due in part to the number of schools without teachers in the remote rural districts and principally to the efficacy of the administrative and pedagogic inspection of the schools, since with the experience acquired the school lists have improved, they having been deficient before on account of the desire of many teachers to maintain the greatest number of inscriptions therein. It was the custom to show as scholars throughout the course those who had at some time attended the school; now the scholar who fails to attend for a whole month is not included in the lists.

The causes shown for the decrease in the lists also explain the slight decrease noted in the average daily attendance—116,773 in 1902-3 against 119,995 in 1901-2. However, if the percentage of daily schoolroom attendance is compared with scholars registered we find an increase in favor of the present year amounting to more than 3 per cent in November and December, 4 per cent in January, and 2 per cent in February. The attendance would have been greater in January and February if there had been no epidemic of smallpox, ophthalmia, and grippe. In some cases it has been necessary to temporarily close a school. Another fact that is revealed by the scholastic statistics and reports received in the department of public instruction is that the rural populace is rapidly returning to its respective districts as the agricultural reconstruction advances. They again take up the old farms and in the towns and villages the scholastic population is decreasing, moving to the country. Thus it results that attendance is decreasing in the urban centers and it is necessary to move schools or rooms in order to put them within the reach of the country folk. This is now being done—not always, unfortunately, through the initiative of the boards of education,

the most called upon to know of those changes in residence—but through the work of agents of the central government. The result of the scholastic census made in this second half of March past is not yet known. As soon as it is definitely learned the establishment of schools as demanded by circumstances will be prepared and carried out. The executive is awake to the necessity of propagating the advantages of instruction among our sober and industrious country people.

As a result of the reforms made up to the present time in the distribution of schools an economy in salaries of \$23,727.82 and in rents of \$10,454.42 has been obtained. It would be highly advantageous for the State to use these savings in building school-houses, beginning with the rural districts, where building can be done at small cost and with economy to the treasury and advantages of instruction. High rent for bad palm houses is now paid and the State not only suffers a loss but the children of our country districts do not find the comfort to be desired in the school.

With the publication of order 4 of 1902, the cooperation of private initiative in the work of popular education was formally recognized by the State. Private schools had grown to 610 in number, with a total of 24,333 pupils, but since then the number has been reduced to 428 schools with 25,675 pupils.

That the public school is acquiring prestige is not to be doubted. Many are the districts in which there are no private schools, and the scholastic populace, without distinction of classes, attend the public schools. The administration recognizes the liberty to teach, following the principle of the law; however, it will see that the teachers have the fitness necessary and that the schools are installed in a way adapted to their purpose.

As is known the State provides secondary instruction in the secondary instruction institutes. To some of them special or professional teaching and preparatory courses are added, in which is comprised the superior primary instruction not yet furnished in our public schools.

The total number of registered scholars in these institutions, including the pupils of incorporated colleges, amounts to 1,016 in the present course. The number of registered scholars in the university during the current academic course is 534, as per the following summary:

Faculty of letters and sciences.....	138
Faculty of medicine and pharmacy	247
Faculty of law	149
Total of the university.....	534

The progress made in both the institutes and the university is notable, thanks to the efforts of the professors and the cooperation, each day more efficacious, of the scholars. While the number of scholars in some studies considered separately is very small it should be taken into account that these studies are of recent creation, and that it is necessary to preserve them because later on when the country shall have recovered from the losses of the war they will be of genuine advantage.

The new premises to which the university has been transferred—so advantageously situated—required considerable improvement to properly adapt them to the purpose to which they are now applied. To this end an allotment of \$50,000 already appears in the general estimates, and this is but the first of the allotments which must be applied to the improvement. The botanical garden and the experimental agricultural station are the object of special attention by the Government. Another thing that is the subject of study, and will later on be subject of a communication, is the necessity of preparing young men for the telegraph service, and attaching to some institutes of secondary instruction the instruction indispensable to the profession of navigator, on account of the advantage and necessity of preparing seamen qualified for our merchant marine, which may become relatively large in an insular country

like ours, not to consider the necessity to guard and defend our coasts and adjacent keys and islands.

The school of painting and sculpture has always been well attended. At present it has 625 registered scholars, 548 in elemental and 77 in superior studies. If the condition of the treasury is favorable when next year's budget is made up, we can perhaps think of organizing a modest conservatory of belles arts, where music, voice culture, and elocution can also be studied.

The school of arts and trades of Habana, in charge of the State, which has built a grand building for the school and acquired a great quantity of material for instruction, is one of the most useful institutions we possess. It has 451 scholars registered, 308 day and 143 night, with an average attendance of 350. Considering that there have been disbursed from the State treasury great sums of money to build a fine building and acquire teaching material, and also considering that it is yet necessary to spend a great deal of money to equip the school to the extent required by its importance and the benefits it furnishes our laboring classes, I consider that the school of arts and trades of Habana has become a property of the State rather than of the province. Furthermore, the State stands in a more favorable position to look after its sustenance and introduce therein improvements and modern equipment necessary to an institution of its kind of such notable advantage.

There is a normal kindergarten school in operation in this city. Twenty registered students and some auditors attend. There are but few schools of the Froebel system on the island, and it is the purpose of the administration to support them and increase their number without burdening the treasury.

I am convinced that in no other branch of the administration is legislative instability so prejudicial as in matters of public instruction. After a general organization of instruction has been founded among us that is a considerable advancement over the one that formerly existed we should direct our activity to taking advantage of the existing means as far as possible and not begin a new organization when the present one has hardly been completed. This does not exclude such reforms as are absolutely indispensable.

Reports and statistics of our educational institutions will be published at the end of the school and academic year, and then the administration of public instruction during the first year of our existence as a nation can be judged fully.

A VISIT TO THE SCHOOLS OF CIENFUEGOS, CUBA.

CONSULATE OF THE UNITED STATES,
Cienfuegos, Cuba, March 3, 1903.

HON. FRANCIS B. LOOMIS,
Assistant Secretary of State, Washington, D. C.

SIR: Through the courtesy of Mr. Vincent P. Lombard, superintendent of public schools at Cienfuegos, I had the opportunity to visit the schools of which I have made the following report, which I have the honor to submit to your consideration.

The by-laws and regulations of the city district of Cienfuegos public schools are very similar to those of the State of Ohio. It consists of a board of education, composed of 1 president and 6 members, all vested with legislative power and authority in matters pertaining to the fulfillment of all orders and instructions received from the secretary of public instruction relative to the management and teachings of the public school system.

NUMBER OF SCHOOLS.

They have in the city district of Cienfuegos ten schools, comprising from the kindergarten to the fourth grade. Children are admitted in the kindergarten from 3½ to 5½ years of age. School age is set for all children between the ages of 6 and 14.

Branches of study taught in the public schools are reading, writing, language lessons, geography, arithmetic, drawing, physiology and hygiene, history, and physical culture. The first and second grade students are children that average from 6 to 10 years of age; they receive the same tuition as those of the third and fourth grades with the exception of history, which is not taught in the first and second grades.

The board was unable to secure for this session, as they did for the last school session, a good teacher for the useful and interesting branch of sloyd and manual training.

ENGLISH LANGUAGE.

The English language is taught by special teachers thrice weekly to all the pupils of the second, third, and fourth grades.

NUMBER OF TEACHERS AND CERTIFICATES.

There are in the city district of Cienfuegos 60 public school teachers, all of whom are provided with certificates of examination from the board of superintendents as the requisite for teaching in public schools in Cuba. Of these 60 teachers, there are 2 without class rooms, who act as principals of each department of the central school.

There are also 3 English teachers, whose duty it is to go from one class room to another teaching the language in all the schools.

LOCATION OF SCHOOLS.

It was owing to the constant exertions of Mr. Pedro M. Hernandez, president of the board of education, and through the efforts of Lieut. Matthew E. Hanna, U. S. Army, ex-commissioner of public schools during the United States military government in Cuba, that the board obtained their best school site, called "Escuela Central," situated in the most central part of the city, the building occupying a whole block, from Santa Clara, Tacon, and Cuartel streets.

This building was modernized and improved by the United States military government. It has two departments, one for the boys and the other for girls; the former has 14 class rooms and the latter has 11, one of which is devoted to the kindergarten.

In both of these departments the class rooms are spacious, having excellent hygienic conditions, light and ventilation, and each is capable of seating 60 pupils. The artistic decorations in these class rooms are made by the skillful hands of their respective teachers, and are admired by numerous foreigners who visit the schools. Such combinations of art and natural objects in the class rooms brighten and impart mirth and beauty, thus making the children happy.

The plumbing and other conveniences in this building are superb, and nothing was spared by the government, to which it belongs, to make it a first-class school building, being the second in Cuba.

OTHER SCHOOLS.

At the four cardinal points of the city are established two schools, one for boys and the other for girls, which are denominated the northern, southern, eastern, and western ward schools. These school buildings not being the property of the government, rent must be paid for them, ranging from \$30 to \$45 per month, and the conditions of the houses and class rooms are not of the best.

SCHOOL FURNITURE.

The school furniture is of modern style, of the best quality manufactured in the United States, and in a fairly good condition, and all the schools are well supplied, having done away with the old style of benches and desks so characteristic of colonial times.

APTITUDES OF TEACHERS.

Fitness and competency of teachers for the discharge of their duties seem to be fairly good, as far as I am able to judge. It appears that they practice order and discipline, and at the same time impress it well upon the minds of their pupils.

RECESSES.

The recreation grounds in both departments of the central school are ample and in good condition. Children of the first grade have a recess of one hour, divided into periods of a quarter of an hour each in both the morning and noon sessions. Those of the second, third, and fourth grades get only half an hour recess daily.

ATTENDANCE.

There is a regular daily attendance of over 2,000 children of both sexes at the city district of Cienfuegos, of which attendance about 1,082 are males and 975 females, making a total of 2,057, which gives an average of 37.20 pupils to each teacher.

SALARIES OF TEACHERS.

Teachers of the first and second grades get from \$30 to \$40, those of the third and fourth grades get from \$60 to \$75 per month.

TEXT-BOOKS AND SCHOOL SUPPLIES.

All the schools are very well supplied with text-books and school material, all of which are furnished by American publishers and suppliers from the United States.

I have the honor to be, sir, your obedient servant,

MAX J. BAEHR, *United States Consul.*

EDUCATIONAL MATTERS IN THE DISTRICT OF MEXICO.

[From the Mexican Herald, April 2, 1903.]

The school premises intended for primary instruction are being gradually improved, both for the purpose of affording accommodations for the increased attendance and to place their hygienic conditions on a better footing. This has entailed a noteworthy increase in the outlay for rents.

The number of pupils entered on the rosters of the compulsory schools is 46,000, and as the census of the district shows a total population of 56,000 children of school age, it is evident that about 10,000 do not attend the official schools, the majority of them going to private schools.

The usual system of examination in the superior primary schools has been replaced by another method from which better results are expected, and, in addition to the traditional prizes, annual periods of scholastic festivals have been inaugurated with brilliant success. In accordance with a legal enactment, the creation of superior primary schools, with a special section attached, has been initiated, and one such establishment, viz, the mercantile school for young ladies, named for the conspicuous statesman, Miguel Lerdo de Tejada, has been started under the direction of a distinguished teacher.

The normal school for men, reorganized in accordance with a new plan which creates two grades of masters, is now working with a roster of 67 pupils taking the normal course, a number never before attained, and 558 boys in the attached primary school.

In the normal school for young ladies there are 357 pupils taking the course for teachers and 775 girls in the attached school.

In a special section of the office of the assistant secretary of education a registry of the personnel of the official schools has been opened, containing a record of all the facts in the scholastic life of each of the masters.

In the international exposition of scholastic material, inaugurated at Santiago, Chile, on December 14 last, the exhibit of the district, prepared by the director of the normal school, won the first prize.

In the territories success has also been attained in the material and intellectual improvement of primary instruction. In the territory of Quintana Roo schools have been founded and are already in operation.

The Government recently acquired a property contiguous to the national preparatory school which will be used chiefly to provide a large hall for public lectures.

In accordance with the new plans in force in the national colleges of jurisprudence and medicine, new and important branches of study were introduced from the beginning of the current year, as, for example, the course of administrative law and fiscal legislation in the school of jurisprudence, and the third year's courses of medical clinics and surgical clinics in the school of medicine. For the class of medical clinics the indispensable apparatus has been secured and what is lacking will in due time be added.

The plan of studies in the national school of fine arts has undergone a radical transformation by virtue of the law which the executive, duly authorized, recently issued. Thanks to that law the studies of pupils aspiring to the profession of architecture will be better adapted to the desired end, and will be coordinated in so appropriate a manner that, while their artistic attainments will be enhanced, the scientific knowledge which must serve as the foundation of the former will not be neglected. On the other hand, the courses for painters, sculptors, and engravers will in the future be more solid, and as they are no longer distributed over a number of years the persons who possess ability will be enabled rapidly to conclude their career.

In order to adapt the physical environment in which instruction is imparted with these improved methods, important and costly alterations have been started in the building, fixtures, and working utensils of the national school of fine arts.

The plan of studies of the national conservatory of music which will go into force this year has also undergone a transformation. Under the new plan carefully matured regulations will enable the pupils who demonstrate greater aptitude to complete their studies more rapidly. Moreover, the laws, both for the national school of fine arts and for the conservatory, provide a system of pensions for study abroad as rewards for success in competitive examinations, with the obligation of reimbursing expenses with a view to the formation of a fund for subsequent improvements. The first two pensioners of the national school of fine arts have just departed for Europe under this arrangement.

STATISTICS OF SCHOOLS, LIBRARIES, BOOKS, AND PERIODICALS IN JAPAN.

[Compiled by Mr. S. Ito, member of the International Congress of Statisticians, Budapest, and published in the Sun Trade Journal, Tokyo, August 1, 1903.]

Educational institutions for 1901-2.

Institutions.	Number of schools.	Instructors and teachers.	Students and pupils.	Graduates.
Elementary schools.....	27,010	102,700	4,980,604	850,370
Blind and dumb schools.....	15	79	797	55
Normal schools.....	2	118	860	176
Higher normal schools.....	54	1,082	17,982	2,718
Middle schools.....	242	4,233	88,391	9,496
Higher female schools.....	70	958	17,540	3,654
Higher schools.....	8	282	4,361	756
Imperial universities.....	2	327	3,612	671
Special schools.....	57	1,201	17,888	2,486
Technical schools.....	401	2,236	36,787	6,056
Miscellaneous schools.....	1,474	4,938	96,184	18,685
Total.....	29,335	118,104	5,265,006	895,123

Children attending the elementary schools.

Year.	Boys.	Girls.	Total.	Per cent of population.
1877.....	1,593,922	567,967	2,161,889	.....
1878.....	1,671,276	601,948	2,273,224	.....
1879.....	1,717,422	597,648	2,315,070	6.47
1880.....	1,766,747	586,746	2,353,493	6.55
1881.....	1,875,576	731,601	2,607,177	7.17
1882.....	2,084,624	919,513	3,004,137	8.19
1883.....	2,216,358	1,021,147	3,237,507	8.75
1884.....	2,219,375	1,013,851	3,233,226	8.63
1885.....	2,154,449	942,786	3,097,235	8.18
1886.....	1,988,199	814,448	2,802,639	7.28
1887.....	1,913,094	800,297	2,713,391	6.94
1888.....	2,061,353	866,515	2,927,868	7.39
1889.....	2,144,138	887,790	3,031,928	7.57
1890.....	2,180,912	915,488	3,096,400	7.65
1891.....	2,209,060	944,753	3,153,813	7.75
1892.....	2,197,438	967,963	3,165,401	7.70
1893.....	2,266,025	1,071,535	3,337,560	8.06
1894.....	2,340,975	1,160,096	3,501,071	8.37
1895.....	2,435,223	1,235,122	3,670,345	8.69
1896.....	2,533,272	1,314,709	3,877,981	9.09
1897.....	2,570,878	1,423,948	3,994,826	9.25
1898.....	2,582,277	1,480,141	4,062,418	9.29
1899.....	2,672,372	1,630,251	4,302,623	9.73
1900-1901.....	2,785,697	1,897,901	4,683,598	10.47
1901-2.....	2,836,872	2,143,732	4,980,604	10.86

Libraries.

Year.	Libraries.	Japanese and Chinese volumes.	European volumes.	Total volumes.
1879.....	15	35,448	58,029	93,477
1880.....	21	56,050	63,324	119,374
1881.....	21	65,952	59,814	125,766
1882.....	21	80,299	65,423	145,722
1883.....	24	92,406	65,975	158,381
1884.....	25	88,505	68,373	156,878
1885.....	23	81,851	65,737	147,588
1886.....	21	78,610	60,395	139,005
1887.....	16	72,011	65,197	137,208
1888.....	20	78,933	68,020	146,953
1889.....	17	88,713	64,489	153,202

Libraries—Continued.

Year.	Libraries.	Japanese and Chinese volumes.	European volumes.	Total volumes.
1890	20	99,958	79,374	179,332
1891	20	99,736	88,206	181,942
1892	24	289,821	37,727	327,548
1893	25	291,315	40,576	331,891
1894	25	374,193	41,331	415,524
1895	25	399,731	41,303	441,034
1896	27	443,467	48,355	491,822
1897	31	460,485	50,076	510,561
1898	33	471,049	50,955	522,004
1899	38	484,225	62,332	546,557
1900-1901	43	474,528	51,443	525,971
1901-2	50	562,161	57,071	619,232

Publication of books.

Year.	Compilations.	Translations.	Total.
1877	5,209	232	5,441
1878	6,620	170	6,790
1879	2,282	311	2,593
1880	3,080	233	3,313
1881	2,795	157	2,952
1882	4,132	237	4,369
1883	9,130	332	9,462
1884	9,590	303	9,893
1885	8,143	454	8,597
1886	7,654	451	8,105
1887	8,856	692	9,548
1888	10,817	546	11,273
1889	14,853	269	15,122
1890	18,497	223	18,720
1891	22,362	206	22,568
1892	21,671	173	21,844
1893	26,754	211	26,965
1894	28,021	191	28,212
1895	26,650	142	26,792
1896	25,453	123	25,576
1897	25,381	141	25,522
1898	20,805	9	20,814
1899	21,255	180	21,435
1900	18,170	111	18,281
1901	18,963	35	18,998

Newspapers and journals.

Year.	Number Dec. 31.	Publications.	During the year.		Circulation prohibited.
			Opened.	Closed.	
1881	253	64,506,655	190	148	.....
1882	244	59,038,342	191	198	.....
1883	199	57,278,112	132	175	.....
1884	269	61,162,611	117	66	.....
1885	321	70,916,620	168	116	.....
1886	402	81,914,763	247	116	.....
1887	470	95,932,270	279	211	.....
1888	510	111,594,502	345	305	.....
1889	647	151,892,701	420	383	.....
1890	716	188,289,728	441	372	.....
1891	766	199,168,371	446	399	.....
1892	792	244,203,066	430	434	.....
1893	802	278,157,421	484	774	87
1894	814	367,735,426	518	506	140
1895	753	409,429,528	349	410	238
1896	775	413,768,616	339	319	25
1897	745	431,813,536	322	352	.....
1898	829	464,458,141	376	282	25
1899	978	.....	414	265	27
1900	944	.....	475	509	25
1901	1,181	.....	523	286	16

THE GENERAL EDUCATION BOARD.^a

AN ACT To incorporate the General Education Board.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That William H. Baldwin, junior, Jabez L. M. Curry, Frederick T. Gates, Daniel C. Gilman, Morris K. Jesup, Robert C. Ogden, Walter H. Page, George Foster Peabody, and Albert Shaw, and their successors, be, and they hereby are, constituted a body corporate of the District of Columbia; that the name of such body corporate shall be General Education Board, and that by such name the said persons and their successors shall have perpetual succession.

SEC. 2. That the object of the said corporation shall be the promotion of education within the United States of America, without distinction of race, sex, or creed.

SEC. 3. That for the promotion of such object the said corporation shall have power to build, improve, enlarge, or equip, or to aid others to build, improve, enlarge, or equip, buildings for elementary or primary schools, industrial schools, technical schools, normal schools, training schools for teachers, or schools of any grade, or for higher institutions of learning, or, in connection therewith, libraries, workshops, gardens, kitchens, or other educational accessories; to establish, maintain, or endow, or aid others to establish, maintain, or endow, elementary or primary schools, industrial schools, technical schools, normal schools, training schools for teachers, or schools of any grade, or higher institutions of learning; to employ or aid others to employ teachers and lecturers; to aid, cooperate with, or endow associations or other corporations engaged in educational work within the United States of America, or to donate to any such association or corporation any property or moneys which shall at any time be held by the said corporation hereby constituted; to collect educational statistics and information, and to publish and distribute documents and reports containing the same, and in general to do and perform all things necessary or convenient for the promotion of the object of the corporation.

SEC. 4. That the said corporation shall further have power to have and use a common seal and to alter and change the same at its pleasure; to sue or be sued in any court of the United States or other court of competent jurisdiction; to make by-laws for the admission or exclusion of its members, for the election of its trustees, officers, and agents, and otherwise; for the casting of votes by its members or trustees by proxy; for the purchase, management, sale, or transfer of its property; the investment and control of its funds and the general transaction of its business; to take or receive, whether by gift, grant, devise, bequest, or purchase, any real or personal estate, or to hold, grant, convey, hire, or lease the same for the purposes of its incorporation; to accept and administer any trust of money or of real or personal estate for any educational purpose within the object of the corporation as aforesaid; to prescribe by by-laws or otherwise the terms and conditions upon which money, real estate, or personal estate shall be acquired or received by the said corporation, and for the grant, transfer, assignment, or donation of any or all property of the said corporation, real or personal, to any society or corporation for any of the said purposes for which the said corporation is hereby incorporated, and otherwise generally for the management of the property and the transaction of the business of the corporation.

SEC. 5. That the members of the corporation shall be not less than nine in number and not more than seventeen, as may be prescribed by the by-laws of the corporation: *Provided, however,* That if and when the number of members shall be less than nine the members remaining shall have power to add and shall add to their number until the number shall be not less than nine: *And provided,* That no act of the corporation shall be void because at the time such act shall be done the number of the members of the corporation shall be less than nine; that all the members of the corporation shall be its trustees; that no member of the said association shall, by reason of such membership or his trusteeship, be personally liable for any of its debts or obligations; that each member of the corporation shall hold his membership for a term of three years and until his successor shall be chosen: *Provided, however,* That the members shall be at all times divided into three classes numerically, as nearly as may be, and that the original members shall, at their first meeting, or as soon thereafter as shall be convenient, be divided into three classes, the members of the first class to hold their membership and office until the expiration of one year from the first day of January next after the enactment of this law, the members of the second class until the expiration of two years thereafter, and the members of the third class until the expiration of three years thereafter, and that in every case the member shall hold

^aAn account of the Southern Conference and the boards associated with it is given in the Commissioner's Report of 1901, Vol. I, pp. 1024-1026.

office after the expiration of his term until his successor shall be chosen: *And provided further*, That in case any member shall, by death, resignation, incapacity to act, or otherwise, cease to be a member during his term, his successor shall be chosen to serve for the remainder of such term and until his successor shall be chosen; and that the principal office of the said corporation shall be in the city of Washington, District of Columbia: *Provided*, That meetings may be held elsewhere within the United States as may be determined by the members or provided for by the by-laws.

SEC. 6. That all real property of the corporation within the District of Columbia which shall be used by the corporation for the educational or other purposes of the corporation as aforesaid, other than the purpose of producing income, and all personal property and funds of the corporation held, used, or invested for educational purposes as aforesaid, or to produce income to be used for such purposes, shall be exempt from taxation: *Provided, however*, That this exemption shall not apply to any property of the corporation which shall not be used for, or the income of which shall not be applied to, the educational purposes of the corporation: *And provided further*, That the corporation shall annually file with the Secretary of the Interior of the United States a report in writing, stating in detail the property, real and personal, held by the corporation, and the expenditure or other use or disposition of the same or the income thereof during the preceding year.

SEC. 7. That this charter shall be subject to alteration, amendment, or repeal at the pleasure of the Congress of the United States.

Approved, January 12, 1903.

At a meeting of the general education board for the purpose of organization, held at Washington, D. C., January 29, 1903, the following announcement was made:

In developing its constructive programme to aid rural schools the board has counseled with State and county school authorities. State superintendents of public instruction in Virginia, North Carolina, Georgia, Alabama, and Louisiana have held conferences of all their county superintendents at which the executive officer of the general education board has been a most welcome guest. He has accepted an invitation to meet the county superintendents of Florida at Gainesville in that State next week. The knowledge thus acquired and the relations established have convinced the board that the opportunities are now at hand for wise and prudent investment of large sums of money to promote the education of all the people throughout the Southern States. The fact is demonstrated that no wiser or more patriotic opportunity for philanthropy is before the people of the United States.

The board is now organized to receive funds designated for the further prosecution of the work begun, to act as trustees for the holding and investment of funds designated for the benefit of institutions of learning, and to pay over the annual income of such funds under the terms of the trust, to see that funds given conditionally to institutions through the board are distributed in strict accordance with the conditions. Funds held by the general education board are free of taxation.

EDUCATION AS A FACTOR IN SUCCESS.

[From *Who's Who in America*, 1901-2.]

Among the preliminary discussions in the original edition of *Who's Who in America* was an article which was inserted with a view to analyzing as accurately as possible the educational advantages enjoyed by the people biographically mentioned in the volume.

The statistics there presented, with the deductions made from them, attracted wide and interested attention, and very many requests have been made for a similar presentation of educational statistics in the present edition. In addition to these requests, the extended current discussion as to the value of the higher education as a factor in success has seemed to make the compilation of such statistics in this edition timely as well as useful. Some writers have maintained that the higher education is a detriment rather than an aid to success, while others have stoutly defended the advantages of a college education. Of course the strength of the argument either way depends very largely upon the individual definition of the word "success."

Of the 11,551 people whose brief biographies appear in the present edition 9,760

have furnished educational data, more or less complete, concerning their general or special education. These are people who have, in some line of effort, become sufficiently well known away from home to make the publication of biographical facts about them seem desirable. Many of them are successful people, from any definition, although not all are successful in the same way.

Of course the value of these statistics depends primarily upon the accuracy of the information upon which they are based; and, secondly, upon the manner in which that information is statistically used.

In preparing the following figures the data furnished in regard to education of each subject have been examined. It has been necessary to eliminate from consideration all post-graduate work, in view of the fact that so large a proportion of post-graduate degrees are honorary that their value for statistical purposes is not ascertainable with even approximate accuracy. Therefore the highest point in education to which these statistics reach is the baccalaureate degree, and for the purpose of this inquiry the degree of each collegiate institution must be taken as representing a general average of education. In the items relating to general education there have been no duplications, so that where the subject has attended one or more colleges besides academies, public schools, etc., there has been only one entry, and the higher includes the lower. Following are the figures: Four thousand five hundred and twenty-one are graduates of universities and colleges conferring baccalaureate degrees in letters, science, or philosophy; 965 others attended like institutions, but were not graduated; 889 closed their scholastic career in academies, seminaries, and other institutions of a secondary grade; 117 finished in normal schools; 239 have a high school education only; 808 have merely common or public school education; 282 were privately educated; 31 are self-taught; 366 were educated in foreign institutions; 1,791 furnish no educational data; 717 were graduated in medicine; 327 were graduated from technical schools as engineers, architects, chemists, agriculturists, etc.; 494 are theological graduates; 521 were graduated from law schools; 121 were graduated from the United States Naval Academy; 14 naval officers were not graduated as such; 168 were graduated from the United States Military Academy; 36 military officers were not graduated as such.

In the foregoing there are about a thousand duplications, which represent those who have furnished facts concerning their technical or professional as well as their general education. Many, however, particularly physicians and lawyers, have given the details of their professional training, but have omitted all other reference to their general education. The 1,791 who furnish no educational data include a certain number of persons about whom there are only a few identifying words, because further information could not be obtained. Others have simply omitted to furnish details of their education. Yet the absence of such details by no means implies lack of education, because many of them are engaged in pursuits which make sound scholastic training imperative. It is probable that if these had all supplied the information desired the relative numbers in each classification would have been practically the same.

For the purpose of the present comparison these and the 366 educated in foreign institutions may be eliminated and the inquiry may be confined to the first eight items, with the addition of the naval and military graduates, or to 8,141 out of the total of 11,551 names in the book. Of these, 5,486 are collegians, or, if the naval and military academies are accorded collegiate rank the number is 5,775. Only 313 (282 privately educated and 31 self-taught) did not attend school, and of the remaining 7,828 only 808 stopped with the instruction received in the common schools. It should be remembered, however, that by far the larger number of those who went higher received their early training in the public schools. The most noteworthy fact is that of the 8,141 who furnished full data in regard to their general education, 5,775 are collegians and 4,521 (or 4,810 if West Point and Annapolis graduations are considered equivalent) have been graduated from colleges.

In regard to professional training, lack of time has prevented careful comparison, but it may safely be said that less than one-half of the lawyers have recorded themselves as having attended law schools and less than one-half of the clergymen are graduates of theological schools. Most of the members of both professions have pursued their professional studies in other ways. The artists, sculptors, musicians, and actors have for the most part gained their preparatory studies under private direction.

Considering the character of the people concerning whom the foregoing figures and deductions have been compiled, the latter may be of some value for the purpose of illumining the current discussion of education as a factor in success. Another fact that may be worth emphasis as indicating the value of the deductions here made is that a comparison between the figures given here and those presented in the first edition on precisely the same basis show close similarity in results, the ratios being very nearly the same between the different items, notwithstanding the increased number of names in the present volume.

THE CELEBRATION OF FOUNDER'S DAY AT TULANE UNIVERSITY.

[Compiled from an account in the New Orleans Times-Democrat, March 13, 1903.]

The foundation of Tulane University was commemorated March 12, 1803, with appropriate ceremonies and observances. In the morning visits were exchanged by heads of departments. In the afternoon a procession was formed in line and marched to the Tulane Theater, where the exercises of the day were held. In addition to the professors, students, and alumni of the different branches of the university, the procession included the mayor of New Orleans, the justices of the supreme court of Louisiana, the State and city superintendents of education, the invited representatives of other institutions, the deans of the university and the president of the board of administrators; the speakers of the day, and the president of the university.

While places were given to the student body in the parquet, the remainder of the procession was conducted by the marshal to the stage. The waving of many banners contributed to the splendor of the occasion, while the hearty cheering of the students testified to their loyalty and enthusiasm.

Before the exercises had commenced "Tulane" was sung by the assemblage to the air of "Old Kentucky Home." Then there was music while the distinguished guests were being seated on the stage.

Right Rev. David Sessums delivered a prayer. Hon. E. M. Shepard, of New York, delivered the address of the day (given in part below), followed by Edward Rightor, of the Alumni Association. Dr. Edwin A. Alderman, president of the college, announced the conferring of degrees on Mr. Shepard, Justice Francis T. Nicholls, R. C. Ogden, of New York, and D. F. Houston, of Texas, amid much enthusiasm.

The exercises, which had been liberally interspersed with music, were concluded by an address of President Alderman, from which is taken the following statement as to the numerical strength of the institution:

	1903.	1900.
Graduate department.....	39	24
College of arts and sciences.....	96	91
College of technology.....	154	89
Newcomb College.....	182	123
Newcomb High School.....	139	89
Newcomb art department.....	116	53
Law department.....	57	75
Medical department.....	425	426
Teachers' courses.....	149	150
Totals.....	1,357	1,120

Candidates for graduation in June.

For the degree of doctor of medicine.....	93
For the degree of master of pharmacy.....	12
For the degree of bachelor of laws.....	45
For the degree of master of arts.....	3
For the degree of mechanical engineer.....	1
For the degree of bachelor of science.....	4
For the degree of bachelor of engineering.....	13
For the degree of bachelor of arts.....	31
Total.....	187

The president recalled to mind the four new buildings that had been put into the service of the university within the year then closing—the dormitory and refectory buildings, the pottery building at the Newcomb College, and the Tilton Memorial Library.

The last-mentioned building was the special attraction of Founder's Day, on which it was opened to the public for the first time. It is in the Romanesque style of architecture, and was donated by Mrs. Caroline Stannard Tilton as a memorial to her husband, the late Frederick W. Tilton, for many years a prominent merchant of New Orleans. The architects are two former Tulane students. The building is very handsome both within and without, the general effect of the interior being especially striking.

The lower floor is occupied entirely by the reading room and book room and librarian's offices. The second floor will contain the Linton-Surget art collection, and will provide special seminar rooms for advanced research work in certain subjects.

THE GROWTH OF A WORLD PUBLIC SENTIMENT.

[From the address delivered by Hon. Edward M. Shepard, of New York, on the occasion of the celebration of Founder's Day by Tulane University.]

The intimate association established in recent years, and in good part by efforts of your president, between the able and influential teachers of our entire country, between its great education boards and societies, is an unifying influence of the first order for the many States and the many peoples of our Republic. Men of letters are fond of tracing much of modern civilization to schools and universities which grew up six or seven hundred years ago, when the Renaissance dawned upon the Middle Ages. There was a community of feeling and interest between Padua, Bologna, Pisa, Paris, Montpellier, Oxford, Cambridge, Heidelberg, and Cologne. The pilgrimages of barefooted scholars between those schools brought about a likeness of sentiment and conviction which of itself was a really fruitful public force in western Europe. Yet if you compare the isolation of those cloisters of learning, the distances of months or even years of travel by which they were separated, the great lapse of time, in comparison with the brevity of human life, before the pious student body of a late mediæval university among the vineyards of Italy heard of things mooted in the comfortable English halls of Balliol or Merton or Trinity College, on the banks of Isis or Cam—if you compare all this with the quick familiarity of speech and feeling which Harvard has with Tulane, Yale with Chicago, Leland Stanford with Tennessee, it is as if you compare our observations of fixed stars, whose light journeys a hundred years before it reaches us, with the glances delayed but five minutes in ethereal car-

riage from the dwellers on Mars to ourselves. It was reflection upon the large and swift power created by this neighborhood relation between modern seats of learning, by the familiarity of the Northern people whence I come with the work of Louisiana and Virginia and Tennessee, by the corresponding familiarity on your part with the like work done at the North—by the intimacy in late years established between men of all countries who are dedicated to educational work—it was this reflection which put into my mind the topic of this address. I shall speak of the world public sentiment. I shall speak more especially of its growth in the latter years of the nineteenth and the first years of the twentieth century to be a single, definite, practical, quickly effective force, and of all forces the most powerful in organized civilization.

Sometimes it is said, and I think absurdly, if not unpatriotically, that it was only five years ago, during our Spanish war, that the United States really became a "world power." The saying seems to me quite unfitted to the true place in military and naval power and the material respect of the world which our nation has held since Jackson's victory over British veterans eighty-eight years ago.

I beg you to observe, however, that it is not of world powers of which I am now speaking, but of world power. We are not, on your founder's day, concerned with the lesser and relatively obsolete or obsolescent exercise of brute force in wars large or small. I am not to-day concerned with the "world powers" known to diplomacy—the United States, or Great Britain, or Germany, or France, or Russia, or Japan—but with the powerful sentiment of the whole world, which, under God, will rule all the "world powers," subduing all their diplomacies and armed forces. Already such a true world power, slight though it be to what the future will bring, controls from day to day specific national acts over every populous land and traveled sea within the three hundred and sixty degrees of latitude. Already are there world sentiments of right and wrong, of justice and spoliation, of mercy and cruelty, of glory and shame. Already is the power of the public sentiment of the world concretely exercised by commands to do or refrain, given within a few weeks or days or even a few hours after the deeds or events which call them out.

Think how the news of the events, intentions, and even opinions, of each people, great or small, in our time reaches all the rest. In our time the miracle in frustration of man's arrogance wrought at Babel is again reversed, and we hear every man in language instantly made intelligible to us all. Parthians and Medes and Elamites and the dwellers in Mesopotamia and in Judea and Cappadocia, in Pontus and Asia, strangers of Rome and Arabians—truly we do hear them all speak, as it were in our own tongue, the wonderful "works of God." Every morning the citizen of New Orleans, riding to his work or at his breakfast, beholds a modern marvel to which usage has made him dull. His newspaper puts before him pictures of the world as it was the day before, a world at work, or at play, or in thought, a world contriving, planning, or dreaming its own future.

Most of the events are contemporaneous and fresh. They are such as in early modern times would not have been heard of for years or decades, if, indeed, they were ever heard of at all; they are such as a century ago would not have been heard of for months or even years, and then vaguely and slightly; they are such as a half generation ago would have been first learned only weeks and months after the events, and usually when the time for effective operation of public sentiment had passed.

Jackson's victory of 1815, a few miles below us on this left bank of the Mississippi, was not known at Washington for three weeks after the battle, or to the people of the United States generally for a month after, or in Europe for two months. London did not hear the mighty news of Waterloo, fought but 200 miles away, until two days afterward, and then only because of the extraordinary fleetness of the messenger. When Henry Clay's indomitable and pathetic ambition for the Presidency was finally defeated in 1844, he learned in Kentucky of the decisive returns from

New York several days afterwards, instead of at an early hour of the very evening of election day, as would be the case now. Then it was eight or ten months after an order was issued from the East India office in London before the response from India was received, while now it is due the very next day.

How small was the extent of the world influence or its depth among the peoples of that ancient civilization magnificently built up by the power of the Roman Commonwealth. Athens, you will remember, was a sort of university town for its Roman masters. Nevertheless when St. Paul told the Athenians that God had "made of one blood all nations of men for to dwell on all the face of the earth" his hearers did not understand the nations of which he spoke to include the strange masses of men in those outer and unexplored stretches of the earth which now maintain its best civilization. How slight and precarious was intellectual or moral intercourse between neighboring and the best-ordered parts of ancient civilization at the height of Roman power one may somewhat realize from the local and personal details of the Pauline episode.

It was only after years that human societies highly organized and not remote in distance from the source of news learned of the rise and fall of empires and of other gigantic events.

You must also remember that the change has been not only in the geographical extent of world opinion, and its speed of communication, but in the human composition of what, for this purpose, we call the "world." Public sentiment, such as it was, in any of the civilizations before the sixteenth century meant the opinion of the few, the very few. Its only depositaries were men who held military and political power, and the very small number of those who had acquired the learning or accomplishment taught in a few cities. No orderly and peaceful representation of what we call the public, the masses of people, was known. Any great conviction of the inhabitants of a kingdom, any displeasure or anger or resolution of a province, was mutely cherished until it appeared in an outbreak and bloody passion.

Do not, pray, understand me to say that the sentiment has, in our time, had its first beginning, or that its whole growth has been of a sudden before our eyes. The development of deep and lasting power, divine or human, is not on that wise. World sentiment was forming when Chronos was still drowsy and the morning stars sang together. The mercies of international law were already a noble feature of its growth before history began. Its operation was, however, vague, slow—never specific and swift; nor until our day did it attain a veritable world character. Not until after the birth of the youngest of your students had it passed doubt that the world public sentiment included the Orient as well as the Occident; not until then did it become a power capable of instant and peremptory influence in the Pacific.

To my mind the outpouring of the sentiment of the world over President Cleveland's Venezuelan message, seven or eight years ago, was the first distinctly clear exhibition of this popular force. For in that outpouring every quarter of the earth had a share. By that time the improvements in railroad and ocean steamship travel and the extension of ocean telegraph cables had brought closely together all the great nations and colonies of the world so that each learned daily of the doings and sentiments of all the rest. Besides, the world was at peace and could easily listen. The Atlantic and Pacific coasts of our country were but four days apart for travelers or letters; the City of Mexico and Quebec but five days apart; London and New York, Paris and Philadelphia, but six days apart; Yokohama and Chicago, Alaska and New Orleans, but two weeks distant for travelers or letters.

This, however, was not all or nearly all. Written correspondence, important as it was for details or for the complete color and genesis of political or business or social or religious transactions, would by itself or with personal intercourse by travel

have left the world still dilatory or relatively torpid. It was the system of wires overhead and under water and the splendid development of newspaper enterprise which brought swiftness and keenness and operative force to the world spirit. In 1895 the system to which I have already referred was well established of printing every morning, in all the larger towns of the United States and of Europe, and in the principal towns along the coasts of Australasia, India, China, Japan, South Africa and North Africa, a conspectus for the day before of the business, the events, the feelings, the intentions of every nation and every people. By that time the journals of great cities had acquired an enormous, an even preternatural, circulation without as well as within the cities; and through the system of suburban delivery and rapid deliveries by rail the area of almost every city had for this purpose been far extended.

What a stupendous power journalism has been of late. How it has welded together, in the belief of men, as God has welded together in underlying reality, the interests and the welfare of all the various peoples of the globe.

Let me mention two other sources of the harmony, the mutually hospitable temper, the unity of opinion, of men the world over—sources very modern. I mean, first, the clubs and exchanges, and, secondly, the public conferences or meetings of learned charitable, religious, and other societies.

The clubs of London, New York, San Francisco, and, I doubt not, of your city, the clubs of Calcutta and Manila and Mexico, besides their neighborhood memberships, sometimes including several thousand active and important citizens, furnish foreign homes and hospitality for well-known and representative citizens from all parts of the world. Now and then the gossip and gentlemanly indulgence of club life make an atmosphere rather trivial; but even the mellow and mellowing side of it often helps on that fellow feeling which makes men, otherwise distant and churlish, to be wondrous kind. The hundreds of important clubs are as really clearing houses for world sentiment, and as truly promote prompt and sympathetic thought the world over as the exchanges of merchants, manufacturers, and bankers. Consider also the intimate and instant mutual influences of the stock exchanges or bourses of London, New York, Paris, Hamburg; of the cotton, produce, coffee, shipping or merchants exchanges of your own city and a thousand other cities of every country in momentary and the closest communication with one another.

All of these influences, and many, many more, had, to a wonderful and beneficent degree, before 1895, filled the warp, whose threads were distinct and foreign to one another, with a woof of sympathy and common intelligence. So it was that, when in that year, a letter written at Washington by our President to the body of American gentlemen we call Congress, suggested the possibility of war between the two nations of Anglo-Saxon civilization over a South American boundary—the whole world thrilled and spoke out. We heard and paused, and England even more than we, as indeed she had a better reason to hear and pause. The Venezuelan question was taken up as the business of far Cathay hardly less than of Wall street or the Bank of England. It was the talk of Rio or Buenos Ayres, of Alexandria or Hong Kong, as well as of San Francisco or Vancouver, of Boston or Liverpool.

No man has been a better spokesman for this modern world sentiment than a Chinese gentleman lately well known to you. I refer, of course, to Wu Ting Fang, our charming Oriental guest, who, in a situation of the extremest difficulty, and with dignity, tact, and keenness, interpreted to us the hundreds of millions of the people of the Flowery Kingdom, as well as its imperial court, its officials and its merchants. Wu brought us a pathetic appeal, after the manner of Confucius, who loved the masses of men, to those in America who spoke for Christ, or in His name, and of whom many, I rejoice to say, then stood for His divine purpose.

Within the past few weeks an event not in itself of capital importance has given us another illustration, perhaps the most striking yet, of the power of a world public sentiment now fully come of age. It was the second Venezuelan episode. A few shots thrown by a German gunboat into a small South American fort brought an outcry the very next day from the whole world around. Within a few hours after the bombardment every American newspaper had its say. Within twenty-four hours it was a topic in the British Parliament; within a few hours more the comments of statesmen there and cablegrams from Washington were in the foreign offices of Berlin and Paris.

No sane man to-day asks "What have we to do with abroad?" Lately there was born of this world spirit the appeal for disarmament and peace made by the frail young autocrat of St. Petersburg. Perhaps he is a sentimentalist; but if so, it is a noble sentiment to which he is given. Nor will it be fruitless. The establishment of the International Court at The Hague, though as yet only a shadowy symbol, is a true one of the world sentiment and an honorable and truly august achievement of Nicholas, the future influence of which all the eulogies of war by Captain Mahan and other advocati diaboli can not prevent.

And so I might go on still further beyond the limits of your patience. I might deal with the rapid spread of uniform costume, reminding you that the gentlemen of Tokyo or Rio dress after the fashion of Bond street in London; that the trowers, the waistcoat, the sack coat are symbols of neighborhood relations the world over; that the ladies of South America watch the fashions of Paris or New York. I might show that the rapidly increasing dominance of our English tongue is no tribute to its inflectionless character or its indifferent accuracy or suppleness, or even to its splendid energy and profusion, but to a greater intimacy between the nations of the world, the consequent necessity for a general speech to them all, and the presence of English speech in every seaport. You need not be reminded of the tolerance of religious differences now held as an axiom of intelligent government throughout civilization. Nor need I further suggest the modern speed and comfort of passenger travel across remote seas and through the dark depths of the Tropics; of the wondrous economy and facilities of land and water transportation of goods, the most hopeless obstruction of which often seems to be in man's ignorance of his neighbors and his prejudice against them—ignorance and prejudice with which our world spirit will deal in due time. Nor do you need further reminder of the speed and thoroughness of mail service, of the extent of telegraph and telephone service even among subject races, of that new speech of Marconi across the intercontinental fields of invisible waves, a sort of new and sixth sense of civilization. Through all these, and in a thousand ways, this touch or that touch of nature is helped, to make the whole world kin, as Puck's girdle of intelligent sympathy is put around the earth in forty minutes.

This marvelous compression of almost the whole earth—its thought, ideals, aspirations and volitions—into a true neighborhood relation, is for me the chiefest wonder of our time. It brings a tonic with which to neutralize duller and lower influences in which all of us are immersed.

We are told, and perhaps truly, that in poetry and the plastic and pictorial arts genius is in a decline, that no Michael Angelo or Milton or Rembrandt is now at work, nor even a Thorwaldsen or Tennyson or Turner, or master hand of the Barbizon school. When, however, you and I look wistfully for other great achievements belonging to our own twentieth-century humanity, when we would find such an achievement elsewhere than in the creation of wealth, we ought to thank God that we find at hand the spiritual possession of which I have spoken. For to us belongs this intense, intimate, immediate sense of the oneness of the nations of the world, this practical and swift recognition of a world intelligence—a world conscience—a

will of the world's people. The world sentiment ennobles and brings splendid dignity to our own day, the precious present, in which alone you and I have to find our terrestrial blessings. Save during the sacred lifetime which began when Cæsar Augustus was emperor and ended under Tiberius Cæsar, and during the life of the aged Apostle which closed, it is said, on Patmos, the world has not seen a new force on earth, a new enginery potent for righteousness, equal to that just arisen before our eyes. It is the true world spirit—sometime to be the all-powerful world spirit—operative, day by day, from one end of the earth to the other, rapid as the forces of steam and electricity or the subtler molecular energies of the latest science. It contains within its intellectual and ethical influence the thought, the feeling, the will of the peoples of the entire earth, and the whole work of its social and political institutions. No longer is the action delayed through years and centuries, or confined to limited areas of civilization. For you and me it is peremptory, daily in its assertive dominion, and not bounded until it reaches Arctic or Antarctic regions, where human population ceases to be important.

To what use, to what purpose, is to be put this world sentiment, so instant, so peremptory, so practical in its sway of kingdoms and republics? Is it only to make the faculties of wealth more productive and the enginery of bloodshed more dreadful? Is it to help the demagogue, either in imperial purple or in the black coat of an American or English statesman, promote the jealousies and hatred of nations or races? Or is it to be a use of justice and of mercy, a fit use of moral power? The response, gentlemen of Tulane University, is, in large part, with men engaged in your work, and the response, therefore, is not doubtful. What you have been taught, that you will teach. Your thought, your speech, your labors, all the fine fruits of your education, and those of all who inspire and direct this world spirit, will summon it to the promotion of peace and of the mutually helpful arts of friendship between nations and peoples. For this end has the Almighty created the power of the public opinion of the world; for this end has He given it, before your eyes and mine, a wonderful growth, such as none of our forefathers saw; for this has He made it to kindle our hope and sustain our faith.

RELIGIOUS EXERCISES IN THE PUBLIC SCHOOLS.

The following tables, giving the status of religious exercises in the public schools of cities of 4,000 inhabitants and over, are reprinted from the Report of the Commissioner of Education for 1896-97 (pp. 2189-2191). It is not probable that conditions in this regard have materially altered since the date of that Report.

TABLE 1.—Statistics relating to religious exercises in the public schools of 531 cities of 8,000 population and over in 1896.

State or Territory.	Number of cities reporting.	Yes.	No.	Prohibited.	Not prohibited.	Limited to reading of Bible.	Bible.	New Testament only.	Old Testament only.	Book of selections.	Prayer.	Sacred song.	Comment forbidden.
United States.....	531	425	106	57	446	29	381	3	5	38	343	142	63
North Atlantic Division.....	217	199	18	9	202	20	185	1	1	15	163	65	35
South Atlantic Division.....	37	35	2	1	34	0	28	0	2	1	30	12	3
South Central Division.....	40	27	13	6	30	2	21	0	0	2	19	7	5
North Central Division.....	207	153	54	29	166	5	140	2	2	17	127	54	23
Western Division.....	30	11	19	12	14	2	7	0	0	3	4	4	0
North Atlantic Division:													
Maine.....	9	9	0	0	9	0	9	0	0	0	9	5	1
New Hampshire.....	6	6	0	0	6	0	5	0	0	1	6	3	0
Vermont.....	1	1	0	0	1	0	0	1	1	0	1	1	0
Massachusetts.....	50	50	0	0	50	4	48	0	0	7	46	14	14
Rhode Island.....	8	8	0	0	8	0	7	0	0	1	7	6	0
Connecticut.....	16	16	0	0	16	1	13	0	0	0	13	0	2
New York.....	55	43	12	9	44	5	38	0	0	3	33	8	8
New Jersey.....	21	20	1	0	21	2	19	0	0	2	18	5	5
Pennsylvania.....	51	46	5	0	47	5	46	0	0	1	30	16	5
South Atlantic Division:													
Delaware.....	1	1	0	0	1	0	1	0	0	0	1	0	1
Maryland.....	3	3	0	0	3	0	3	0	0	0	3	0	1
District of Columbia.....	1	1	0	0	1	0	1	0	0	0	1	1	1
Virginia.....	10	9	1	1	8	0	8	0	0	0	7	5	0
West Virginia.....	3	3	0	0	3	0	3	0	0	0	2	0	0
North Carolina.....	3	3	0	0	3	0	3	0	1	1	2	0	0
South Carolina.....	4	4	0	0	4	0	2	0	0	0	4	2	0
Georgia.....	8	8	0	0	8	0	4	0	0	0	8	2	0
Florida.....	4	3	1	0	3	0	3	0	0	0	2	2	0
South Central Division:													
Kentucky.....	9	7	2	0	8	0	6	0	0	0	3	3	1
Tennessee.....	6	5	1	1	5	1	4	0	0	2	4	0	0
Alabama.....	6	6	0	0	6	1	1	0	0	0	4	1	1
Mississippi.....	3	2	1	0	2	0	1	0	0	0	2	1	0
Louisiana.....	1	1	0	0	1	0	1	0	0	0	0	1	0
Texas.....	12	5	7	4	7	0	2	0	0	0	5	1	2
Arkansas.....	3	1	2	1	1	0	1	0	0	0	1	0	1
Oklahoma.....	0	0	0	0	0	0	0	0	0	0	0	0	0
Indian Territory.....													
North Central Division:													
Ohio.....	41	39	2	1	40	1	38	0	0	7	35	17	5
Indiana.....	25	23	2	1	24	0	22	0	0	1	13	8	5
Illinois.....	35	26	9	2	31	0	24	0	1	2	24	8	4
Michigan.....	29	20	9	3	24	1	16	0	1	4	18	8	1
Wisconsin.....	9	1	18	17	3	0	0	0	0	0	1	0	0
Minnesota.....	9	3	6	3	3	0	0	0	0	1	3	1	0
Iowa.....	17	15	2	1	15	0	13	1	0	1	11	6	2
Missouri.....	15	8	7	0	10	0	3	0	0	0	8	5	2
North Dakota.....	0	0	0	0	0	0	0	0	0	0	0	0	0
South Dakota.....	1	1	0	0	1	0	0	0	0	0	1	0	0
Nebraska.....	7	7	0	0	7	0	7	0	0	0	7	0	1
Kansas.....	11	10	1	1	10	2	10	1	0	1	6	1	0
Western Division:													
Montana.....	3	0	3	3	0	0	0	0	0	0	0	0	0
Wyoming.....	1	1	0	0	1	0	0	0	0	0	0	0	0
Colorado.....	5	4	1	0	4	0	4	0	0	0	3	0	0
New Mexico.....	0	0	0	0	0	0	0	0	0	0	0	0	0
Arizona.....	0	0	0	0	0	0	0	0	0	0	0	0	0
Utah.....	2	2	0	0	2	0	1	0	0	2	0	0	0
Nevada.....	0	0	0	0	0	0	0	0	0	0	0	0	0
Idaho.....													
Washington.....	4	2	2	2	2	0	0	0	0	1	0	2	0
Oregon.....	2	0	2	1	1	0	0	0	0	0	0	0	0
California.....	13	2	11	5	4	1	2	0	0	0	1	2	0

TABLE 2.—Statistics relating to religious exercises in the public schools of 277 cities of over 4,000 but less than 8,000 population in 1896.

State or Territory.	Number of cities reporting.	Yes.	No.	Prohibited.	Not prohibited.	Limited to reading of Bible.	Bible.	New Testament only.	Old Testament only.	Book of selections.	Prayer.	Sacred song.	Comment for-bidden.
United States.....	277	226	51	20	243	14	221	5	3	11	195	84	36
North Atlantic Division.....	141	130	11	3	136	10	127	4	2	9	110	44	21
South Atlantic Division.....	11	11	0	0	11	1	11	0	0	0	7	5	2
South Central Division.....	18	13	5	1	16	0	12	0	1	0	13	7	2
North Central Division.....	83	62	26	9	72	2	64	0	0	2	56	24	9
Western Division.....	19	10	9	7	8	1	7	1	0	0	7	4	2
North Atlantic Division:													
Maine.....	10	10	0	0	10	1	10	2	0	0	8	3	2
New Hampshire.....	2	2	0	0	2	0	2	0	0	1	1	1	0
Vermont.....	5	5	0	0	5	0	5	0	0	0	5	2	0
Massachusetts.....	41	41	0	0	41	3	41	0	0	4	38	14	11
Rhode Island.....	3	3	0	0	3	0	3	1	0	0	2	0	1
Connecticut.....	11	10	1	1	10	0	9	1	0	1	9	3	2
New York.....	36	32	4	1	35	4	30	0	1	2	26	14	4
New Jersey.....	6	6	0	0	6	0	6	0	1	0	6	1	0
Pennsylvania.....	27	21	6	1	24	2	21	0	0	1	15	6	1
South Atlantic Division:													
Delaware.....	1	1	0	0	1	0	1	0	0	0	1	1	0
Maryland.....	1	1	0	0	1	0	1	0	0	0	1	1	0
District of Columbia.....													
Virginia.....	2	2	0	0	2	1	2	0	0	0	1	1	0
West Virginia.....	2	2	0	0	2	0	2	0	0	0	2	0	1
North Carolina.....	3	3	0	0	3	0	3	0	0	0	0	1	0
South Carolina.....													
Georgia.....	1	1	0	0	1	0	1	0	0	0	1	0	0
Florida.....								0	0	0			
South Central Division:													
Kentucky.....	4	3	1	0	3	0	3	0	0	0	3	2	0
Tennessee.....	3	3	0	0	3	0	3	0	0	0	3	2	0
Alabama.....	3	3	0	0	3	0	2	0	1	0	3	1	0
Mississippi.....	1	0	1	0	1	0	0	0	0	0	0	0	0
Louisiana.....													
Texas.....	5	3	2	1	4	0	3	0	0	0	3	2	2
Arkansas.....	1	0	1	0	1	0	0	0	0	0	0	0	0
Oklahoma.....	1	1	0	0	1	0	1	0	0	0	1	0	0
Indian Territory.....													
North Central Division:													
Ohio.....	19	19	0	0	19	0	19	0	0	0	16	9	0
Indiana.....	3	3	0	0	3	0	3	0	0	0	3	1	1
Illinois.....	16	11	5	0	15	1	11	0	0	0	10	1	0
Michigan.....	16	12	4	0	14	0	16	0	0	2	12	6	4
Wisconsin.....	10	0	10	7	1	0	0	0	0	0	0	0	0
Minnesota.....	7	6	1	1	6	0	6	0	0	0	6	3	3
Iowa.....													
Missouri.....	10	4	6	1	7	0	2	0	0	0	4	0	1
North Dakota.....													
South Dakota.....	1	1	0	0	1	0	1	0	0	0	1	0	0
Nebraska.....													
Kansas.....	6	6	0	0	6	1	6	0	0	0	4	4	0
Western Division:													
Montana.....													
Wyoming.....	1	0	1	1	0	0	0	0	0	0	0	0	0
Colorado.....	4	4	0	0	4	0	4	0	0	0	2	1	2
New Mexico.....	2	2	0	0	2	0	2	0	0	0	2	2	0
Arizona.....	1	0	1	1	0	0	0	0	0	0	0	0	0
Utah.....	2	2	0	0	2	1	1	1	0	0	2	0	0
Nevada.....	1	0	1	1	0	0	0	0	0	0	0	0	0
Idaho.....													
Washington.....													
Oregon.....													
California.....	8	2	6	4	0	0	0	0	0	0	1	1	0

TABLE 3.—Combined statistics relating to religious exercises in the public schools of 308 cities of more than 4,000 population in 1896. (Tables 17 and 18 combined.)

State or Territory.	Number cities reporting.	Yes.	No.	Prohibited.	Not prohibited.	Limited to reading of Bible.	Bible.	New Testament only.	Old Testament only.	Book of selections.	Prayer.	Sacred song.	Comment forbidden.
United States.....	808	651	157	77	689	43	602	8	8	49	536	226	99
North Atlantic Division.....	358	329	29	12	338	30	312	5	3	24	273	109	56
South Atlantic Division.....	48	46	2	1	45	1	39	0	2	1	37	17	5
South Central Division.....	58	40	18	7	46	2	33	0	1	2	32	14	7
North Central Division.....	295	215	80	38	238	7	204	2	2	19	183	78	29
Western Division.....	49	21	28	19	22	3	14	1	0	3	11	8	2
North Atlantic Division:													
Maine.....	19	19	0	0	19	1	19	2	0	0	17	8	3
New Hampshire.....	8	8	0	0	8	0	7	0	0	2	7	4	0
Vermont.....	6	6	0	0	6	0	5	1	1	0	6	3	0
Massachusetts.....	91	91	0	0	91	7	89	0	0	11	84	28	25
Rhode Island.....	11	11	0	0	11	0	10	1	0	1	9	6	1
Connecticut.....	27	26	1	1	26	1	22	1	0	1	22	3	4
New York.....	91	75	16	10	79	9	68	0	1	5	59	29	12
New Jersey.....	27	26	1	0	27	2	25	0	1	2	24	6	5
Pennsylvania.....	78	67	11	1	71	10	67	0	0	2	45	22	6
South Atlantic Division:													
Delaware.....	2	2	0	0	2	0	2	0	0	0	2	1	1
Maryland.....	4	4	0	0	4	0	4	0	0	0	4	1	1
District of Columbia.....	1	1	0	0	1	0	1	0	0	0	1	1	1
Virginia.....	12	11	1	1	10	1	10	0	0	0	8	6	0
West Virginia.....	5	5	0	0	5	0	5	0	0	0	4	0	1
North Carolina.....	6	6	0	0	6	0	6	0	1	1	2	1	0
South Carolina.....	4	4	0	0	4	0	2	0	1	0	4	2	0
Georgia.....	9	9	0	0	9	0	5	0	0	0	9	2	0
Florida.....	4	3	1	0	3	0	3	0	0	0	2	2	0
South Central Division:													
Kentucky.....	13	10	3	0	11	0	9	0	0	0	6	5	1
Tennessee.....	9	8	1	1	8	1	7	0	0	2	7	2	0
Alabama.....	9	9	0	0	9	1	8	0	1	0	7	2	1
Mississippi.....	4	2	2	0	3	0	1	0	0	0	2	1	0
Louisiana.....	1	1	0	0	1	0	1	0	0	0	0	1	0
Texas.....	17	8	9	5	11	0	5	0	0	0	8	3	4
Arkansas.....	4	1	3	1	2	0	1	0	0	0	1	0	1
Oklahoma.....	1	1	0	0	1	0	1	0	0	0	1	0	0
Indian Territory.....													
North Central Division:													
Ohio.....	60	58	2	1	59	1	57	0	0	7	51	26	5
Indiana.....	28	26	2	1	27	0	25	0	0	1	16	9	6
Illinois.....	49	37	12	2	46	1	35	0	1	2	34	9	4
Michigan.....	45	32	13	3	38	1	30	0	1	6	30	14	5
Wisconsin.....	29	1	28	24	2	0	0	0	0	0	1	0	0
Minnesota.....	16	9	7	4	9	0	9	0	0	1	9	4	3
Iowa.....	17	15	2	1	15	1	13	1	0	1	11	6	2
Missouri.....	25	12	13	1	17	0	10	0	0	0	12	5	3
North Dakota.....													
South Dakota.....	2	2	0	0	2	0	2	0	0	0	2	0	0
Nebraska.....	7	7	0	0	7	0	7	0	0	0	7	0	1
Kansas.....	17	16	1	1	16	3	16	1	0	1	10	5	0
Western Division:													
Montana.....	3	0	3	3	0	0	0	0	0	0	0	0	0
Wyoming.....	1	1	1	1	1								
Colorado.....	9	8	1	1	8	1	8	0	0	0	5	1	2
New Mexico.....	2	2	0	0	2	0	2	0	0	0	2	2	0
Arizona.....	1	1	1	1									
Utah.....	4	4	0	0	4	1	2	1	0	2	2	0	0
Nevada.....	1	0	1	1	0	0	0	0	0	0	0	0	0
Idaho.....													
Washington.....	4	2	2	2	2	0	0	0	0	1	0	2	0
Oregon.....	2	0	2	1	1	0	0	0	0	0	0	0	0
California.....	21	4	17	9	4	1	2	0	0	0	2	3	0

STATISTICS OF ELEMENTARY EDUCATION IN FOREIGN COUNTRIES.

Countries.	Date of report.	Enrollment in elementary schools.			Average attendance.	Number of teachers.				
		Boys.	Girls.	Total.		Percent- age of total enroll- ment.	Men.	Women.	Total.	
I	2	3	4	5	6	7	8	9	10	11
EUROPE.										
Austria-Hungary	1888	1,776,208	1,764,190	6,255,242	14		85	66,846	20,570	126,550
Austria	1900			3,540,388	13.2		90			87,416
Hungary (including Croatia and Slavonia)				2,714,844	13.1		80			39,194
Belgium	1900	406,861	387,954	793,915	11.86			7,383	8,217	16,682
Bulgaria	1898-99	233,023	112,864	345,887	9.2					8,008
Denmark	1900	2,766,208	2,763,964	307,633	12.5					133,565
France	1901	(a)	(a)	5,590,232	14.10			122,145	22,339	144,484
German Empire	1901			9,256,731	16.5			76,342	13,866	90,208
Prussia (Kingdom)	1901			5,670,870	17.3			12,184	2,715	14,899
Bavaria (Kingdom)	1899			878,389	14.2			10,003	2,401	10,404
Saxony (Kingdom)	1901			688,057	16.4			4,615	494	5,109
Württemberg (Kingdom)	1901			295,323	13.7			3,631	418	4,049
Hesse (Grand Duchy)	1900			273,149	14.5			2,925	222	3,147
Baden (Grand Duchy)	1901			165,707	15.0			1,912	145	2,057
Mecklenburg-Schwerin (Grand Duchy)	c 1891			84,334	14.0			979	15	994
Saxe-Weimar (Grand Duchy)	1901			59,528	16.5			348	34	382
Mecklenburg-Strelitz (Grand Duchy)	1901			16,057	15.6			1,101	120	1,221
Oldenburg (Grand Duchy)	1901			66,721	16.4			1,293	151	1,444
Brunswick (Duchy)	1901			81,396	17.3			1,442	54	1,496
Saxe-Meiningen (Duchy)	1901			44,011	17.5			656	64	720
Saxe-Altenburg (Duchy)	1901			34,448	17.2			495	23	518
Saxe-Coburg (Duchy)	1901			39,422	17.2			625	79	704
Saxe-Coburg-Gotha (Duchy)	1901			52,684	16.7			814	154	968
Anhalt (Duchy)	1901			13,918	17.2			211	7	218
Schwarzburg-Sondershausen (Principality)	1901			16,222	17.4			263	2	265
Schwarzburg-Rudolstadt (Principality)	1901			10,254	17.4			166	6	172
Waldeck (Principality)	1901			13,206	19.3			317	19	336
Reuss, senior line (Principality)	1901			21,762	15.6			317	20	337
Reuss, junior line (Principality)	1901			7,648	17.7			72	5	77
Schumburg-Lippe (Principality)	1901			23,895	17.2			216		216
Lippe (Principality)	1900									

a The latest imperial statistics fail to give the details for columns 3, 4 and 13.

b Includes about 300,000 elementary pupils in preparatory classes of high schools and about 40,000 pupils of private schools, but does not include the pupils of elementary institutions, nor those of advanced elementary city schools.

c Later data not available from Mecklenburg-Schwerin.

STATISTICS OF ELEMENTARY EDUCATION IN FOREIGN COUNTRIES—Continued.

Countries.	Date of report.	Enrollment in elementary schools.			Percentage of total population.	Average attendance.		Number of teachers.		
		Boys.	Girls.	Total.		Total.	Men.	Women.	Total.	
I	2	3	4	5	6	7	8	9	10	11
EUROPE—continued.										
German Empire:										
Lithbeck (Free City)	1901			11,887	12.3			187	158	345
Bremen (Free City)	1901			27,880	12.4			498	97	595
Hamburg (Free City)	1902			98,610	12.8			1,653	950	2,603
Alsace-Lorraine (Imperial Domain)	1901			226,102	13.2			2,895	2,329	5,224
Great Britain and Ireland:										
England and Wales:	1902	2,965,301	2,915,977	5,881,278	18.08	4,890,237	83.14	36,565	110,927	153,492
Scotland	1901			767,421	17.16	636,374	82.92	5,244	12,665	17,909
Ireland	1901			754,028	16.91					12,798
Greece	1900	126,521	37,929	164,450	6.8			2,428	744	3,172
Italy	1900	1,347,100	1,146,020	2,493,120	7.7					55,080
Netherlands	1900-1901	390,882	364,111	754,993	14.3			13,876	6,759	20,635
Norway	1899			335,865	15.0			4,656	2,509	7,165
Portugal	1890			237,791	4.4					
Roumania	1899-1900			336,300	5.7					
Russia	1899			4,203,246	3.3					5,813
Finland	1901			101,403	11.3			1,184	1,511	2,695
Serbia	1899	83,273	17,628	100,901	4.0			1,037	884	1,921
Spain	1895			1,356,136	7.3					
Sweden	1900			707,607	13.7					16,630
Switzerland	1901	343,452	321,942	665,394	20.0			86.7	9,419	13,765
ASIA.										
British India:										
Assam	1896-97			84,267	1.57					
Bengal	1897-98			1,259,615	1.76					
Bihar	1897-98			50,085	1.72					
Bombay	1900-1901	488,973	81,054	570,027	3.06	421,504	73.94			
Burma (upper and lower)	1901-2	97,437	30,228	127,665	1.21					
Central provinces.	1896-97			122,616	1.13					
Coorg	1896			4,039	2.33					
Madras	1901-2	672,120	58,862	730,982	1.91					
Mysore	1900-1901	53,822	9,671	63,493	1.18					
Northwest Provinces and Oudh	1897-98	258,614	13,449	272,063	.57					
Punjab	1897-98	167,644	13,850	181,494	.80					

	1898 1900-1901	110,290	38,940	150,230 4,683,658	4.99 10.7	91,529 3,863,197	60.92 82.5		
AFRICA.									
Ceylon.....	1900	75,181	72,678	147,849	9.69	114,443	77.40	4,769	
Japan.....	1900			211,378	2.2			15,990	
	1901	12,447	6,573	24,923	4.50			468	
	1902			19,020	5.06	11,958	62.87		
NORTH AMERICA.									
British Columbia.....	1902			23,903	13.37	15,564	65.11		
Manitoba.....	1902			54,056	21.18	28,306	52.36	1,849	
New Brunswick.....	1901-2	30,767	29,710	60,477	18.26	38,736	64.05	1,825	
Northwest Territories.....	1902	14,241	13,200	27,441	12.47	13,765	50.16	783	
Nova Scotia.....	1901-2	50,247	48,812	99,059	21.55	55,437	55.96	485	
Ontario.....	1901	236,482	222,124	458,606	21.00	262,010	57.13	2,492	
Quebec.....	1901-2	100,332	102,634	d 292,966	12.30			7,035	
Prince Edward Island.....	1902	11,271	9,532	20,803	20.14	12,884	61.93	5,935	
Newfoundland.....	1899			33,781	16.08			293	
Mexico.....	1899			684,563	5.1	474,622	69.3	10,327	
Bermuda.....	1898			1,965	12.64			15,805	
WEST INDIES.									
Jamaica.....	1901-2			84,799	11.00	52,156	61.50	982	
Trinidad.....	1902			32,858	12.87	19,562	59.53		
Cuba.....	1901-2	84,191	73,913	e 158,104		f 119,995	75.89		
CENTRAL AMERICA.									
Costa Rica.....	1902			17,716	5.7			686	
Guatemala.....	1899			47,303	2.9			1,578	
Honduras.....	1902			28,025	4.8				
Nicaragua.....	1900			17,803	3.6				
Salvador.....	1893	16,663	12,764	29,427	2.9			453	340
SOUTH AMERICA.									
Argentina.....	1900			g 451,247	9.4	g 365,087	80.9	g 13,163	
Bolivia.....	1901			33,312	1.8			1,063	
Brazil.....	1899			300,000	2.1				
Chile.....	1901	61,180	63,085	124,265	3.9	79,666	64.1	1,653	2,145
Colombia.....	1897			143,076	3.6				
Ecuador.....	1894			76,878	6.4			1,666	
Paraguay.....	1897			55,000	4.7			700	
Uruguay.....	1898			61,853	2.0	63,298	68.9	1,491	
Uruguay.....	1901	29,979	25,397	55,376	4.8			924	
Venezuela.....	1891			100,025	4.3			237	

a Also 40,230 in private schools.
 b Average during four months.
 c Average during four months.
 d Includes public, private, and national primary schools.

e Also 21,447 in private institutions.
 f Also in model schools and academies partly supported by public funds, 118,322 pupils, chiefly elementary.
 g Average daily attendance.

STATISTICS OF ELEMENTARY EDUCATION IN FOREIGN COUNTRIES—Continued.

Countries.	Date of report.	Enrollment in elementary schools.				Average attendance.			Number of teachers.					
		Boys.	Girls.	Total.	Percent- age of total popula- tion.	Total.	Percent- age of enroll- ment.	Men.	Women.	Total.				
											3	4	5	6	7	8	9	10	11
I														
AUSTRALASIA.														
New South Wales.....	1900	288,382	17.59	153,844	64.53	5,063
Queensland.....	1901	96,891	19.51	70,482	72.79	2,310
South Australia.....	1899-1900	96,183	17.70	43,789	69.30	1,331
Victoria.....	1900	118,000	243,667	20.29	147,020	60.33	4,977
West Australia.....	1901	9,779	20,548	11.15	16,423	79.92	627
New Zealand.....	1901	131,351	16.99	111,797	85.11	3,623
Tasmania.....	1901	8,960	19,236	11.15	14,259	74.12	570
EUROPE.														
Current expenditures.														
Countries.	Salaries.	Inciden- tals.	Total.	Per capita of en- roll- ment.	Per capita of pop- ula- tion.	Popula- tion.	Date of census.	Chief officer of education.						
								12	13	14	15	16	17	18	19
Austria-Hungary.....	\$2,551,777	\$8,075,489	\$30,627,266	\$4.90	\$0.67	45,405,267	1900	No imperial office.	Dr. W. von Hartel, minister of worship and education.	Dr. J. von Wasstes, minister of worship and education.				
Austria.....	14,813,156	5,435,945	20,309,101	5.75	.80	26,150,708	1900	Dr. A. Raden, minister of public instruction.	Dr. A. Raden, minister of public instruction.	M. de Trooz, minister of interior and instruction.				
Hungary (including Croatia and Slavonia).....	7,738,621	2,579,544	10,318,165	3.80	.50	19,254,559	1900	M. G. C. Christensen, minister of public instruction and ecclesiastical affairs.	M. G. C. Christensen, minister of public instruction.	M. J. Chaumée, minister of public instruction and fine arts.				
Belgium.....	.....	.....	7,725,358	9.85	1.16	6,693,548	1900	No imperial office.	Dr. C. Studt, minister of ecclesiastical, educational, and medical affairs.	Baron von Podewils, minister of worship and education.		
Bulgaria.....	.....	.....	1,419,835	4.10	.38	3,744,283	1900 (Dec.)	.....	.....	.....	
Denmark.....	.....	.....	.....	.....	.....	2,464,770	1901 (Feb.)	.....	.....	.....	
France.....	.....	.....	642,803,050	111.32	1.09	38,961,945	1901	.....	.....	.....	
German Empire.....	.....	.....	648,265,868	10.62	1.75	56,367,178	1900	.....	.....	.....	
Prussia (Kingdom).....	.....	.....	64,240,246	11.35	1.86	34,472,509	1900	.....	.....	.....	
Bavaria (Kingdom).....	.....	.....	9,464,308	10.83	1.63	6,176,057	1900	.....	.....	.....	

Saxony (Kingdom)	8,168,874	11.87	1.94	4,202,216	1900	Dr. P. von Seydewitz, minister of worship and education.
Wurttemberg (Kingdom)	2,919,070	9.90	1.31	2,169,480	1900	Dr. von Weizsäcker, minister of worship and education.
Baden (Grand Duchy)	2,618,000	9.81	1.40	1,867,944	1900	Baron von Dusch, minister of justice, worship, and education.
Hesse (Grand Duchy)	1,874,250	11.31	1.68	1,119,893	1900	Dr. H. Eisenhuth, president department of public instruction.
Mecklenburg-Schwerin (Grand Duchy).	(*)	(*)	(*)	607,770	1900	Dr. von Armsberg, minister of justice, worship, and education.
Saxe-Weimar (Grand Duchy)	610,946	10.25	1.70	362,873	1900	Dr. C. Rothe, chief of department of worship and justice.
Mecklenburg-Strelitz (Grand Duchy)	127,568	8.00	1.24	102,602	1900	Dr. Piper, president of consistory.
Oldenburg (Grand Duchy)	698,680	10.47	1.73	389,180	1900	Mr. F. P. Rabstrat, chief of department of justice, worship, and education.
Brunswick (Duchy)	861,898	10.59	1.84	464,333	1900	Dr. A. Trieps, president school council.
Saxe-Meiningen (Duchy)	467,191	10.61	1.86	250,731	1900	Mr. Fr. Trinks, chief of section of justice, worship, and education.
Saxe-Altenburg (Duchy)	333,774	9.69	1.71	194,914	1900	Mr. Besser, director-general of schools.
Saxe-Coburg-Gotha (Duchy)	420,070	10.61	1.83	220,550	1900	Dr. Buchof, chief of department of justice, worship, and education.
Anhalt (Duchy)	564,298	10.73	1.78	316,085	1900	Dr. Rimelin, president department of instruction.
Schwarzburg-Sondershausen (Principality)	137,802	9.90	1.60	80,898	1900	Mr. H. Petersen, chief of department of justice and education.
Schwarzburg-Rudolstadt (Principality)	126,616	8.00	1.36	93,659	1900	Mr. Carl von Holleben, chief of department of worship and education.
Waldeck (Principality)	85,442	8.30	1.47	57,918	1900	Baron von Hadeln, president of consistory.
Reuss, senior line (Principality)	93,296	7.06	1.37	68,396	1900	Mr. Hermannsgrün, inspector-general of schools.
Reuss, junior line (Principality)	194,684	9.00	1.40	139,210	1900	Mr. Graesel, minister of justice, worship, and education.
Schumburg-Lippe (Principality)	50,684	6.63	1.18	43,132	1900	Mr. Reiners, president of consistory.
Lippe (Principality)	144,704	6.05	1.05	138,952	1900	Mr. Puskuchen, president of consistory.
Liège (Free City)	183,796	15.45	1.90	96,775	1900	Dr. Eschenburg, president of school council.
Bremen (Free City)	610,966	18.36	2.27	221,882	1900	Dr. D. Ebbeck, president of committee on instruction.
Hamburg (Free City)	1,712,898	17.67	2.27	768,319	1900	Dr. G. Bachmann, president school council.
Alsace-Lorraine (Imperial Domain)	2,110,822	9.34	1.20	1,719,470	1900	Dr. Albrecht, director of council of education.
Great Britain and Ireland: England and Wales	65,025,810	11.05	1.49	32,526,075	1901	Duke of Devonshire, president of board of education.
Scotland	9,063,215	11.80	2.02	4,472,403	1901	Committee of council on education, vice-president, Lord Balfour of Burleigh.
Ireland	6,071,700	8.05	1.36	4,456,546	1901	Commissioners of national education in Ireland.
Greece	13,208,993	.....	.....	1896	1896	M. Romps, minister of worship and instruction.
Italy	6,680,649	5.30	.41	32,479,253	1901 (Feb. 10)	Signor Nasi, minister of public instruction.
Netherlands	2,418,286	8.85	1.27	5,263,222	1901 (Dec. 31)	Dr. A. Knipper, minister of interior.
Norway	2,418,286	7.20	1.08	2,229,880	1900 (Dec. 31)	V. A. Wexelsen, minister of ecclesiastical affairs and public instruction.

^a About 65 per cent of this is paid by local and 35 per cent by state governments.

^b 1896-97, public schools only, which enrolled 3,780,403 pupils.

STATISTICS OF ELEMENTARY EDUCATION IN FOREIGN COUNTRIES—Continued.

Countries.	Current expenditures.					Date of census.	Chief officer of education.
	Salaries.	Incidentals.	Total.	Per capita of enrollment.	Per capita of population.		
	12	13	14	15	16	18	19
EUROPE—continued.							
Portugal.....						1900	E. E. H. Ribeiro, minister of the interior.
Roumania.....						1899	Sp. C. Haret, minister of public instruction and ecclesiastical affairs.
Russia.....						1897	Privy Councillor Zaenger, minister of public instruction.
Finland.....		\$28,225		\$2.14	\$0.21	1897	Dr. Y. K. Yrjö-Koskinen, director-general in charge of schools.
Servia.....						1900 (Dec. 31)	M. Markovitch, minister of public instruction and ecclesiastical affairs.
Spain.....			7,191,945	10.17	1.39	1900	Señor Allende Salazar, minister of education.
Sweden.....		\$232,939	6,338,427	9.54	1.90	1901 (Dec. 31)	Carl von Friesen, minister of education and ecclesiastical affairs.
Switzerland.....	\$6,105,488					1900	No federal office.
ASIA.							
British India:							
Assam.....			710,722	.56	.01	1891	Mr. C. A. Martin, director of public instruction.
Bengal.....						1891	
Bihar.....						1891	
Bombay.....			683,400	1.21	.03	1901	Mr. E. Giles, director of public instruction.
Burma (upper and lower).....			66,640	.52	.006	1901	Mr. John Vansomeren Pope, director of public instruction.
Central Provinces.....						1901	
Coorg.....						1891	
Madras.....			585,829	.80	.01	1901	Mr. G. H. Stuart, director of public instruction.
Mysore.....			57,127	.87	.01	1901	Mr. H. J. Bhabha, inspector-general of education.
Northwest Provinces and Oudh.....			418,762	1.53	.01	1901	Mr. T. C. Lewis, director of public instruction.
Punjab.....			612,363	3.37	.03	1891	Mr. W. A. Bell, officiating director of public instruction.
Ceylon.....			91,709	.61	.03	1891	Mr. J. Harward, acting director.
Japan.....			11,501,764	2.46	.26	1888 (Dec. 31)	Baron Kikuchi Dairoku, minister of state for education.
AFRICA.							
Cape of Good Hope.....			1,295,585	8.76	.84	1901	Mr. Thomas Muir, superintendent general of education.
Egypt.....						1897 (June)	Hussain Pachá Fakhrý, minister of public works and public instruction.

Natal.....	286,315	11.67	.52	513,913 375,381	1891 1901	Mr. Robert Russell, superintendent inspector of schools. Mr. W. A. Enage, director of public instruction.
NORTH AMERICA.						
British Columbia.....	588,568	24.62	3.29	178,657	1901	Hon. J. D. Prentice, acting minister of education.
Manitoba.....	1,455,051	26.91	5.70	259,211	1901	Mr. Colin H. Campbell, chief of department of education.
New Brunswick.....	595,797	9.85	1.79	331,120	1901	Mr. James L. Inch, chief superintendent of education.
Northwest Territories.....	913,841	9.22	1.98	220,000	1901	Mr. D. J. Goggin, minister of education.
Nova Scotia.....	4,720,310	10.28	2.16	459,374	1901	Mr. A. H. Mackay, superintendent of education.
Ontario.....	2,905,906	9.88	1.21	2,182,917	1901	Hon. Richard Harcourt, minister of education.
Quebec.....	166,322	7.99	1.61	1,618,898	1901	M. Boucher de la Bruere, superintendent of education.
Prince Edward Island.....	176,315	5.51	.84	103,259	1901	Mr. Alexander Anderson, chief superintendent of education.
Newfoundland.....	2,973,817	4.34	.22	210,000	1899	Señor Just Fernandez, minister of justice and public instruction.
Mexico.....	7,773	3.89	.49	13,545,462	1900 (Oct. 25)	Mr. George Simpson, secretary of the board of education.
Bermuda.....	214,680	2.51	.27	15,794	1895	Mr. Thomas Capper, superintending inspector of schools.
WEST INDIES.						
Jamaica.....	197,790	6.01	.77	770,242	1902	Mr. George Buishe, inspector of schools.
Trinidad.....	279,641	15.78	.90	255,118	1901	Señor Leopoldo Canelo, secretary of public instruction.
CENTRAL AMERICA.						
Costa Rica.....	317,970	6.72	.19	312,816	1901	Señor Leonidas, minister of foreign affairs, ecclesiastical affairs, public instruction, public charities, and justice.
Guatemala.....	56,017	2.00	.10	1,647,300	1900	J. A. Maudujano, minister of public instruction.
Honduras.....				857,500	1900	Dr. Juan A. Arias, minister of justice and public instruction.
Nicaragua.....				500,000	1900	Dr. Fernando Sanchez, minister of foreign affairs and public instruction.
Salvador.....				1,006,848	1901 (Mar. 1)	Dr. J. Frigueras, minister of charities and public instruction.
SOUTH AMERICA.						
Argentina.....	12,665,180	26.07	2.61	4,794,149	1900	F. Barros, minister of justice and public instruction.
Bolivia.....	109,120	3.28	.05	1,852,657	1890	Andres S. Muñoz, minister of public instruction
Brazil.....				14,333,915	1890	Sabino Barroso, minister of interior and justice (public instruction).
Chile.....				3,146,577	1901 (Dec. 31, estimated)	Rafael Balmaceda, minister of justice and public instruction.
Colombia.....	844,886	5.91	.21	4,000,000	1895 (estimated)	Dr. J. J. Casas, minister of public instruction.
Ecuador.....				1,265,000	1899	Dr. Julio Arias, minister of public instruction, ecclesiastical affairs, and justice.
Paraguay.....				530,130	1899	Cayetano Carreras, minister of justice, ecclesiastical affairs, and public instruction.
Peru.....	235,513	2.56	.05	4,609,999	1896	José Viterbo Arias, minister of justice, ecclesiastical affairs, and public instruction.

^a By Government.

STATISTICS OF ELEMENTARY EDUCATION IN FOREIGN COUNTRIES—Continued.

Countries.	Current expenditures.					Population.	Date of census.	Chief officer of education.
	Salaries.	Incidentals.	Total.	Per capita of enrollment.	Per capita of population.			
12	13	14	15	16	17	18	19	
SOUTH AMERICA—continued.								
Uruguay.....	\$13.58	\$0.78	959,137	1901 (Dec.)	Lois Varela, minister of agriculture, industry, public instruction, and public works.	
Venezuela.....	483,232	4.83	.21	2,323,527	1891	Dr. Rafael Monserate, minister of public instruction.	
AUSTRALASIA.								
New South Wales.....	3,901,075	16.36	2.87	1,354,846	1901	Hon. John Perry, minister of education.	
Queensland.....	1,407,485	14.52	2.83	496,596	1901	Mr. John Murray, secretary for public instruction.	
South Australia.....	748,975	11.85	2.09	396,835	1897	Hon. T. H. Brooker, minister controlling public education.	
Victoria.....	3,508,090	14.39	2.92	1,200,918	.....	Hon. W. Gurr, minister of public instruction.	
West Australia.....	319,575	15.55	1.73	184,124	1901	Hon. F. Illingworth, minister of education.	
New Zealand.....	2,755,010	20.97	3.56	772,719	1901	Hon. W. C. Walker, minister of education.	
Tasmania.....	243,680	12.66	1.41	172,475	1901	Hon. Stafford Bird, minister of education.	

INDEX.

A.

- Aberdeen University, Carnegie trust, 1067.
 Abnormalities in growth, child study, 1109.
 Academies, endowed, need for, 656; private high schools, 1646; in Canada, 461; teaching bookkeeping, 2012.
 Academy, a nonsectarian, Franklin's, becomes a university, 116, 117.
 Accommodations, new, for higher institutions, 1351.
 Accrediting schools, methods in use, 534.
 Accrediting system, influence upon boards of education, 538; influence upon pupils, 538; influence upon standards, 538; influence upon the teaching force, 538; of universities, 529; tends to belittle examinations, 539.
 Act, to incorporate the General Education Board, 2402; to make further provision for education in England, 1018; to establish a department of education, 923.
 Acts of Congress relating to land-grant colleges, 1; of 1890, appropriations for agricultural colleges, 1578.
 Adams, an aristocrat, 166; father of the public school, 163; his educational views, 162; his reply to Jefferson's inquiry, 168.
 Adams and Franklin in France, 125.
 Adams, Jefferson, and Franklin compared, 171.
 Adams, S., 907.
 Address, by Albert G. Lane on Colonel Parker, 265; by A. K. Whitcomb, 2151; by Bishop Spalding on Colonel Parker, 276; by Colonel Parker on the Quincy method, 231; by Emil G. Hirsch on Colonel Parker, 269; by John Dewey, 267; by Orville T. Bright, 273; by President Chas. W. Elliot, 622; by President Daniel C. Gilman, 609; by President F. L. Patton, 623; by President Ira Remsen, 615; by President Nicholas M. Butler at the anniversary of Colonel Parker, 242, inaugural, 625; by President Th. Roosevelt, 631; by President Wm. R. Harper, 624; by Wilbur S. Jackman on Colonel Parker, 231; by President Wm. R. Harper on Colonel Parker, 264; by Dr. W. T. Harris on the Quincy school, 245, at inauguration of President Butler, 625; on education, by James A. Garfield, 916; on Henry Barnard, by W. T. Harris, 887, 901; on National Bureau of Education, by A. J. Rickoff, 909.
 Addresses at funeral of Colonel Parker, 231; at installation of President Butler, 622; at the Johns Hopkins celebration, 609.
 Adelbert College, ages of graduates, 2200.
 Adjustment in a nation, power of, 159.
 Administration versus theory of government, 156.
 Admission, of cadets to Military Academy, 1360, 1364; of foreign students to French universities, 708; requirements at Columbia, 938; requirements at Harvard, 930; details, 934; to college on certificate of secondary schools, 527, XXXII; to correspondence study department, 1082; to Italian art galleries, 864; to professional courses at Yale, 945; to professional schools, 660; to technical schools in Russia, 838; to the U. S. Naval Academy, 1374; to universities, conditions, 536.
 Adults, schools for, in Italy, 765.
 Advice to immigrants, Franklin's, 161.
 Aesthetics, training in, 648.
 Africa, chief school officers, 2420; elementary schools and teachers, 2417; school expenditures, 2420.
 Age of college graduation, changes, 2199; median ages, 2200; average ages, 2201.
 Agencies, complementary to the school in France, 679; of examination, in England, 1045.
 Agricultural and mechanical colleges, LXIV, statistics, 1551.
 Agricultural colleges, endowment and support, 4; for colored students, 1552; foreign, 825; general laws, 1; State laws, 5; provision for, in Alabama, 6.
 Agricultural education in Russia, 1143.
 Agricultural schools, in Italy, 752; in Porto Rico, 1185.
 Agriculture, as a study, 1555; course for teachers in Porto Rico, 1187; in rural schools of the United States, 650; instruction in, in the Philippines, 2233, 2251; in technological schools, 1494; students of, 1349.
 Aid grants for education in England, 1020.
 Alabama, business schools, 2014; city schools, 1282, 1234, 1312, 1322, 1332; city superintendents, 1152; colleges for women, 1482, 1487; compulsory attendance and child labor, 2348; constitution quoted, 5; educational periodicals, 1147; higher schools for negroes, 2075; industrial schools for negroes, 2086; institutions admitting students on certificate, 531; institutions conferring degrees, 1412; kindergartens, 2285; kindergarten associations, 2290; law relating to temperance instruction, 315; manual training in public schools, 1961, in separate institutions, 1968; provision for agricultural colleges, 5; provisions for dental practice, CII; provisions for practice of medicine, CXVII; public high schools, 1696, private, 1380; public high schools for negroes, 2072; public normal schools, 1612, 1630; private normal schools, 1632; State normal school for colored students, 10; teachers' training in higher seats of learning, 1604; training of kindergartners, 2300; universities and colleges, 1426, 1444, 1460.
 Alaska, appropriations for education, 1237; arctic and subarctic Alaska, 1229; character of native children, 1240; compulsory attendance and child labor, 2348; education in, 1229; historical tables of school statistics, 1234; introduction of reindeer, 1257; law relating to temperance instruction, 315; local school committees, 1238; reindeer herds at missions, 1263; reindeer stations, 1258; what becomes of the school children, 1243.
 Alcohol from potatoes in Germany, 641.
 Alcoholic drinks and their effects, 315, 317.
 Alcoholism in France, 872.
 Alderson, Victor C., 640.
 Alemany, Rev. Joseph S., 567.
 Algebra, at Harvard, 935; examination at Annapolis, 1377, 1379; examination at West Point, 1366; students of, in high schools, 1644, 1646, 1653.
 Allen, William, 190.
 Allowances paid to nurse pupils, 2046.
 Alsace-Lorraine, chief officer of education, 2419; elementary schools and teachers, 2416; school expenditures, 2419; commercial education, 880; medical inspection of schools, 518.

- Altenburg, commercial education, 880.
 Alterations in arts curriculum in England, 1066.
 Amanuensis course in business schools, 2008.
 America, industrial freedom, 137; medical inspection of schools, 517.
 American markets and English markets, 142; college in Strassburg, Germany, 873; cause, the cause of all mankind, 124; education, Franklin's influence, 91; educators, necrology, 339; Journal of Education, 924, 926; Missionary Association, 285; Philosophical Society, 172; public school, first, 541; school, the people's system, 578; schools, too much uncertainty and change, 576; teachers in the Philippines, 2226, 2265.
 Amount expended for common schools, LXXXIX.
 Angell, James B., 220.
 Antwerp geographical exhibition, 863.
 Apparatus, scientific, in colleges for women, 1487; in technological schools, value of, 1497.
 Appeal to facts concerning the negro, 229.
 Appointment, of cadets to the military academy, 1360, 1363; of teachers in the Philippines, 2258.
 Apportionments of school fees in England, 1022.
 Apprentice in pharmacy, 1505.
 Appropriations, for education in Alaska, 1237; for farmers' institutes, 1576; for introduction of reindeer into Alaska, 1263; for normal schools, 1582, 1589, (a) for support, 1590, (b) for buildings, 1591; for schools in the Philippines, 2267; State and municipal, for agricultural colleges, 1572, 1578; State and municipal, for colleges for women, 1487; State and municipal, for higher seats of learning, 1461; State and municipal, for technological schools, 1497; State, for public instruction in France, 669.
 Arbitration suggested by Franklin, 154.
 Architecture, taught in agricultural colleges, 1566; in technological schools, 1495; students of, number, 1349.
 Argentina, chief officer of education, 2421; elementary schools and teachers, 2417; school expenditures, 2421; medical inspection of schools, 517; universities, 833.
 Arguments in favor of medical inspection of schools, 509.
 Aristocracy of wealth, birth, and position, 954.
 Arithmetic, examination at Annapolis, 1377, 1379; at West Point, 1366.
 Arizona, business schools, 2014; city schools, 1282, 1294, 1312, 1322, 1332; city superintendents, 1152; compulsory attendance, 2348; excerpts from laws relating to land-grant colleges, 11; industrial schools for Indian children, 1980; institutions conferring degrees, 1412; law relating to temperance instruction, 315; provision for agricultural colleges, 11; provisions for dental practice, CII; provisions for practice of medicine, XCVII; public high schools, 1698, private, 1880; public normal schools, 1612, 1620; teachers' training in higher seats of learning, 1603; universities and colleges, 1423, 1444, 1460; university admitting students on certificate, 531.
 Arkansas, business schools, 2014; child labor, 2348; city schools, 1282, 1294, 1312, 1322, 1332; city superintendents, 1152; colleges for women, 1482, 1487; constitution and statutes quoted, 15; educational periodicals, 1147; excerpts from laws relating to land-grant colleges, 15; higher schools for negroes, 2078; industrial schools for negroes, 2083; institutions admitting students on certificate, 531; institutions conferring degrees, 1412; kindergartens, 2285; kindergarten associations, 2290; law relating to temperance instruction, 316; manual training in public schools, 1961; provisions for agricultural colleges, 15; provisions for dental practice, CII; provisions for practice of medicine, XCVII; public high schools, 1698, private, 1880; public high school for negroes, 2072; public normal schools, 1612, 1620; private normal schools, 1632; teachers' training in higher seats of learning, 1604; training of kindergartners, 2300; universities and colleges, 1426, 1444, 1460.
 Armstrong, Wm. H., 1206.
 Art, departments in colleges for women, 1482; education, periodicals devoted to, 1150; galleries, Italian, admission, 864; high practice of, in a democracy, 118; needlework taught, 1983; schools in Russia, 1142.
 Articles of confederation, proposed, 151.
 Articulation, instructors of, in schools for the deaf, 2122.
 Artisan, the, and the art, Franklin, 91.
 Artisans, plan for the benefit of, 134.
 Arts, curriculum, alterations, in England, 1066; the seven liberal, 955.
 Ascham, Roger, 492.
 Asia, elementary schools and teachers, 2416; school expenditures, 2420.
 Aspect, national, of the education act, 1027.
 Assignment of cadets to corps after graduation, 1372.
 Assistant superintendents of schools, salaries, 2379.
 Astronomy, students of, in high schools, 1644, 1646, 1654.
 Atheism, the charge against Socrates and Christ, 740.
 Athletics, college, 659.
 Atkinson, Fred. W., 2236.
 Attendance, in business schools, 2008; commercial schools, 2020; city schools, 1272; elementary schools in England, 1004; secondary schools, 1642; of Alaskan children at Carlisle, 1241.
 Attention, voluntary and deliberate, 729.
 Attitude of benefactors, change in, 660.
 Atwell, W. P., 897.
 Audio-visual memory, 1133.
 Auriculation, instructors of, in schools for the deaf, 2122.
 Australasia, chief school officers, 2422; elementary schools and teachers, 2418; school expenditures, 2422.
 Australia, list of universities, 833.
 Austria, chief officer of education, 2418; elementary schools and teachers, 2415; expenditures for schools, 2418; illiteracy, 2313; list of universities, 833; medical inspection of schools, 519; teachers' pensions, 2370.
 Authorities, educational, in England, 1023; of schools in Manitoba, 456.
 Autobiography of Franklin, 127.
 Autonomy of royal universities in Italy, 783.
 Average, amount of schooling per inhabitant, XVIII; daily attendance, LXXV; daily expenditure per pupil, LXXXVIII; length of school term, LXXXIII.
 B.
 Baccelli bill for reform of higher education in Italy, 767.
 Bachelor's degree, condition of admission to professional school, 660.
 Bachelor's degrees, fewer, 658.
 Baden, elementary schools and teachers, 2415; chief officer of education, 2419; school expenditures, 2419; commercial education, 879; medical inspection of schools, 518.
 Baehr, Max J., 2338.
 Baking taught, in industrial schools, 1998; in reform schools, 2106.
 Balance of sense memory, 1135.
 Bancroft, Miss Margaret, 2190.
 Baptist Church, the education of the colored race, 307; missions in Alaska, 1248, 1252.
 Baptist secondary schools, 1648.
 Barbering taught in reform schools, 2107.
 Barnard, Henry, 560, 925, XLVIII; services to education, 887; first commissioner of education, 891; his relation to the establishment of the Bureau of Education, 901; his plan of a central agency for the advancement of education, 923.
 Barnard's Journal of Education, 911.
 Barney, H. H., 894.
 Barr, Dr. Martin W., 2175.
 Basket weaving taught, 1984.
 Batchelder, John, 907.
 Bavaria, elementary schools and teachers, 2415; chief officer of education, 2418; school expenditures, 2418; commercial education, 878; medical inspection of schools, 518.

- Baylor University, Waco, Tex., 1062.
 Beattie, W. S., 1233.
 Beck, George J., 1233.
 Becon, Thomas, 501.
 Belgium, chief officer of education, 2418; elementary schools and teachers, 2415; school expenditures, 2418; illiteracy, 2313; list of universities, 833; medical inspection of schools, 517; teachers' pensions, 2370.
 Bell, Alexander Graham, 272, 2443.
 Bellinzona, Switzerland, Cantonal Commercial Academy, 849.
 Benefactions, to colleges for women, 1487; to colored schools, 2039; to dental schools, 1514, 1541; to education, 2388; to higher institutions of learning, 1354, 1461; to kindergartens, 2278; to law schools, 1510, 1525; to medical schools, 1512, 1531; to normal schools, 1589; to private high schools, 1677; to professional schools, 1500; to public high schools, 1664; to schools for nurses, 2046; to schools of pharmacy, 1515, 1545; to technological schools, 1497; to theological schools, 1500, 1517; to veterinary schools, 1549.
 Benefactors, change in attitude, 660.
 Benefit of college training, 222.
 Benefits of free text-books, 632.
 Benton, Thomas H., 894.
 Bequests, Franklin's, to Boston and Philadelphia, 135.
 Bermuda, elementary schools and teachers, 2417; chief officer of education, 2421; school expenditures, 2421.
 Bernardi, Mrs. S., 1229.
 Bernet-Hanrat, Theophil, 837.
 Bible read in public schools, 2412; prohibited, 2412.
 Bicentennial celebration at Yale, 582.
 Biggs, Hermann M., 1508.
 Biography of Francis W. Parker, 231; of Joseph Le Conte, 602; of Geo. Charles Hollis, 560.
 Birth and breeding of Franklin, 93.
 Birthday norms in child study, 1098.
 Birthplace of college-bred negroes, 195.
 Bishop, Nathan, 894.
 Blacksmithing, in agricultural colleges, 1568; in industrial schools, 2000; in Manila trade school, 2247; in reform schools, 2109.
 Blake, Miss A. E., 2178.
 Blind, schools for the, 2115.
 Blow, Susan E., 594.
 Board, New England, college entrance certificate, 527.
 Board of education, influence of the accrediting system, 538.
 Boarding schools, medical inspection necessary, 515.
 Boards, governing, of State institutions, 1354.
 Bodeian tercentenary, 960.
 Bolivia, chief officer of education, 2421; elementary schools and teachers, 2417; school expenditures, 2421.
 Bond, Phineas, 190.
 Bond, Thomas, 190.
 Book of Bible selections for schools, 2442.
 Bookkeeping in academies and seminaries, 2012; in business schools, 2010.
 Books, and periodicals in Japan, 2400; and supplies for schools in Porto Rico, 1182; those which Franklin read in youth, 94; adapted for rural school libraries, 580; their place in Franklin's scheme, 100; used in United States Military Academy, 1373; in the United States Naval Academy, 1380.
 Booth, F. W., 2144.
 Bosse, Dr., minister of education in Prussia, 518.
 Boston, Franklin's bequest to, 135; his love for, 154; medical inspection of schools, 517; special classes for feeble-minded, 2193.
 Bowdoin College, ages of graduates, 2200.
 Branches, industrial, colored students of, 2069.
 Branches taught, in manual and industrial training, 1683; in normal schools, 1583; in reform schools, 2106.
 Brazil, chief officer of education, 2421; elementary schools and teachers, 2418; school expenditures, 2421; universities, 833.
 Bremen, chief officer of education, 2419; elementary schools and teachers, 2415; school expenditures, 2419.
 Brevig, T. L., 1230.
 Brewer, David Josiah, 583.
 Bricklaying in agricultural colleges, 1568; in industrial schools, 1802; in colored schools, 2039; in reform schools, 2107.
 Brick making taught in reform schools, 2110.
 Bright, Orville T., 273.
 British Columbia, chief officer of education, 2421; elementary schools and teachers, 2417; school expenditures, 2421; public school system, 457; school statistics, 458.
 British India, chief school officers, 2420; elementary schools and teachers, 2416; school expenditures, 2420.
 British South African colonies, education in, 1465.
 Britain, J. I., 873.
 Brockett, Linus P., 565.
 Brodeur, Clarence A., 556.
 Brodrick, Dr., quoted, 887.
 Brooks, S. P., quoted, 1662.
 Broom making taught in reform schools, 2113.
 Brothers of the Christian schools, 566.
 Brougham, Lord, quoted, 920.
 Brown, George P., 2209.
 Brown University, length of college course, 946.
 Brunswick, Germany, commercial education, 879.
 Brush making taught in reform schools, 2110.
 Bryce, James, discussion of education act, 1015; quoted, 1036.
 Buildings, new, for agriculture, 1557; for engineering, 1558.
 Buisson, Prof. Ferdinand, 687, 721, XLI.
 Bulgaria, chief officer of education, 2418; elementary schools and teachers, 2415; school expenditures, 2418.
 Bulkeley, J. W., 908.
 Bumstead, Horace, 224.
 Bunnell, Charles E., 1231.
 Burgerstein, Leo, 509.
 Business courses, in colleges for women, 1480; in colored high schools, 2035; in normal schools, 1585; in technological schools, 1495; in universities and colleges, 2003.
 Butler, Nicholas Murray, 242, 272, 622, 625, 939.
 By-laws of board of college entrance on certificate, 527.

C.

- Cadets, admitted on certificate or by examination, 1361; resigned before semiannual examination, 1363.
 Cadwalader, Thomas, 190.
 Caldecott, H. S., 478.
 California, business schools, 2014; city schools, 1282-1332; city superintendents, 1152; colleges for women, 1480, 1482, 1487; compulsory attendance and child labor, 2348; constitution quoted, 21; educational periodicals, 1147; excerpts from political code, 22; industrial schools for Indian children, 1980; institutions admitting students on certificate, 531; institutions conferring degrees, 1412; kindergartens, 2285; kindergarten associations, 2230; law relating to temperance instruction, 316; manual training in public schools, 1961, in separate institutions, 1968; provisions for agricultural colleges, 22; provisions for dental practice, CII; provisions for practice of medicine, XCVII; public high schools, 1760, private, 1882; public normal schools, 1612, 1620; teachers' training in higher seats of learning, 1604; training of kindergartners, 2300; transportation of pupils, 2354; universities and colleges, 1426, 1444, 1460.
 Calligraphy, periodicals devoted to, 1150.
 Calver, Leonard, 566.
 Campbell, Dr. E. O., 1230.
 Camp meetings, Methodist, 1072.
 Canada, education in, 423, XXVI; enrollment in schools, 426; expenditures for schools, 426; higher educational institutions, 460, 833; income of schools, 427; population of, 425; teachers and their salaries, 426.
 Canada and the United States, Franklin's idea, 144.
 Cane seating taught in industrial schools, 1989.

- Canton, China, consulate, 866.
 Cape Colony, chief officer of education, 2420;
 elementary schools and teachers, 2417;
 school expenditures, 2420; education in, 465.
 Cape Prince of Wales, reindeer station, 1258.
 Capital, movement of, in our times, 951.
 Caprice not will, 724.
 Carding and spinning taught, 1989.
 Carlisle Indian School, attendance of Alaskan
 children, 1241.
 Carnegie Institution, 664.
 Carnegie trust for universities in Scotland,
 1067.
 Carpentry, in agricultural colleges, 1568; in in-
 dustrial schools, 1983; in colored schools,
 2039; in Manila trade school, 2246; in reform
 schools, 2106.
 Carson, Dr. James C., 2172.
 Carter, Chas. M., 645.
 Carter, Franklin, 220.
 Carving in wood taught, in industrial schools,
 1984; in reform schools, 2111.
 Caste feeling as affecting English education,
 LVI.
 Catholic separate schools in Ontario, 431.
 Cattle raising taught in industrial schools, 1983.
 Causes of death of children, 513.
 Celebration, bicentennial, at Yale, 582; of Found-
 ers' Day at Tulane, 2405; of Johns Hopkins
 University, 609; of Henry Barnard's birth-
 day, 887.
 Census, school, LXIX; of United States quoted,
 2311.
 Central America, chief officers of education,
 2421; elementary schools and teachers, 2417;
 school expenditures, 2421.
 Centralization of schools, 650.
 Ceramic decoration taught in industrial
 schools, 1990.
 Certificate, admission to college on, 652, XXXII.
 Certificates, granted by correspondence school,
 1091; in Oxford extension courses, 998; of
 secondary schools, 527; of systematic study
 at Oxford, 996.
 Ceylon, chief officer of education, 2420; ele-
 mentary schools and teachers, 2417; school
 expenditures, 2420.
 Chair caning or seating taught, in industrial
 schools, 1988; in reform schools, 2109.
 Chamberlain, Charles J., quoted, 1087.
 Chambers of commerce, German, 857.
 Change in attitude of benefactors, 690.
 Changes, administrative, in the Philippines,
 225; in age of college graduation, 2199.
 Character, of examination for admission to Mil-
 itary Academy, 1965; to Naval Academy,
 1376, 1378; popular, of the superintendency
 movement, 553.
 Characteristic of will, self-control, 738.
 Charter of University of Pennsylvania, fac-
 simile of, 186.
 Chase, George C., 219.
 Chautauqua, College of Liberal Arts, 1076;
 School of Business, 1076; University, 1075;
 School of Languages, 1073; School of The-
 ology, 1074; Assembly Herald, quoted, 1074;
 Camp Meeting Association, 1072; Literary
 and Scientific Circle, 1073; University, scope
 of work, 1075.
 Chemical engineering in technological schools,
 1495; number of students, 1849.
 Chemistry at Harvard, 935; students of, in high
 schools, 1644, 1646, 1654.
 Chicago, child-study in, 1095; superintendent's
 tenure, 650; University, 1077; correspond-
 ence school, 1080.
 Chief State school officers, in United States,
 1151; in foreign countries, 2415.
 Child, its inconsistency, versatility, and levity,
 733.
 Child labor laws and compulsory school at-
 tendance, 2347.
 Child study, in Chicago, 1095; in Cook County
 Normal School, 261; laboratory, 1117; num-
 ber of students, 1583, 1593; percentile
 groups, 1119; periodicals devoted to, 1150.
 Children, in model schools of normal schools,
 1586; in Porto Rico, 1209; native, in Alaska,
 what becomes of them? 1240, 1243; sick,
 should they be treated by school physi-
 cians? 525.
 Chile, chief officer of education, 2421; elemen-
 tary schools and teachers, 2417; school ex-
 penditures, 2421; medical inspection of
 schools, 517.
 China, educational movements, 865.
 Chinese language, ideographic, 865.
 Christ charged with atheism, 740.
 Christian Brothers in the United States, 569.
 Christian theory of moral education, 734.
 Christopher, Dr. W. S., 1035.
 Christy, S. B., 602.
 Chronological view of secondary schools in
 France, 697.
 Church missions and reindeer in Alaska, 1367.
 Churches, northern, and the freedmen, XXI, 285.
 Cienfuegos, Cuba, visit to the schools of, 2596.
 Cities, having kindergartens, 2275; of France,
 educational statistics, 682; over 8,000 inhab-
 itants in the United States, 1271; over 4,000
 inhabitants, kindergartens, 2285; high
 schools in, 1661; manual training schools,
 1960.
 Citizen versus State, 179.
 City of Paris, enrollment in schools, 684.
 City school systems, statistics of, 1271.
 City schools, free text-books, 2591.
 City superintendents in the United States, 1152.
 Cities, students of, in high schools, 1644, 1646,
 1657.
 Civil engineering in industrial schools, 1983; in
 technological schools, 1495; students of,
 1349.
 Civil state of French teachers, 713.
 Classes, many, of negroes, 224; of philosophy
 in secondary schools of France, 693; of
 schools in Manitoba, 458; in New Brunswick,
 451; in Nova Scotia, 449; separate, for men-
 tally deficient, 2191; size of, in Swiss com-
 mercial schools, 852.
 Classical colleges in Quebec, 460.
 Classical courses, in colleges for women, 1482;
 in colored high schools, 2065; in high schools,
 1644; students of, 1651; students of, in higher
 institutions, 1349.
 Classical lycées in France, 693; schools in Italy,
 766.
 Classics, and sciences, conflict between, 697;
 taught in English secondary schools, 1057;
 versus modern languages, 143.
 Classification, of schools in France, 675; in Que-
 bec, 441; of secondary schools in Great
 Britain and Ireland, 1049; of studies, 170; of
 superintendents, 555; of teachers in France,
 677.
 Clay modeling taught in industrial schools,
 1986; in reform schools, 2111.
 Clergy, the, and the education act, 1028.
 Clerical versus lay teachers in France, 677.
 Clubs, philological, in Italy, 762.
 Cobbett, William, 1070.
 Coeducation in Porto Rico, 1206; in United
 States, 2388.
 Coeducational colleges, presidents of, 1162.
 Coleman, William, 190.
 College, admission to, on certificate, 527; ath-
 letics, 659; course, length of, 927; course,
 shortening of, 661; course shortened at Co-
 lumbia, 939; department, expenses, 1499;
 entrance certificate board, 527; certificates,
 652; faculties, more women desired, 661;
 feeling in Oxford, 956; graduation, changes
 in age, 2199; average age, 2202; instructors,
 training for, 658; preparatory students in
 graduating classes of high schools, 1648;
 presidents in the United States, 1162; train-
 ing, has it benefited you? 222; training of
 negroes, is it necessary? 219; year, division
 in, 1349.
 College-bred negro, the, 191.
 College of Liberal Arts at Chautauqua, 1076.
 Colleges, agricultural and mechanical, 1; statis-
 tics, 1551; endowment and support, 4; in
 Canada, 461; foreign, number of students,
 823.
 Colleges for women, expenses in, 1487; presi-
 dents of, 1168; private, 1641; professors and
 students, 1401, 1403; statistics of, 1480.

- Colleges, in the United States, 1347; junior, 663; in Canada, 460; ladies', in Canada, 461: of liberal arts, presidents of, 1162; of Oxford, 974; of pharmacy, commercial instruction, 1505; undergraduate and graduate students, 1386.
- Collegiate departments, in agricultural colleges, 1563; in colleges for women, 1430; in technological schools, 1493; of universities, 1386.
- Collegiate students of the colored race, 2067.
- Colonial schools in Italy, 759.
- Colonies, educated by Franklin, 118.
- Colorado, business schools, 2014; city schools, 1282-1332; city superintendents, 1152; compulsory attendance and child labor, 2348; constitution quoted, 27; educational periodicals, 1147; excerpts from annotated statutes, 28; industrial schools for Indian children, 1980; institutions admitting students on certificate, 531; institutions conferring degrees, 1412; kindergartens, 2285; kindergarten associations, 2290; law relating to temperance instruction, 316; manual training in public schools, 1961, in separate institutions, 1968; provisions for agricultural colleges, 28; provisions for dental practice, CIII; provisions for practice of medicine, XCVII; public high schools, 1704, private, 1884; public normal schools, 1612, 1620; private normal schools, 1632; teachers' training in higher seats of learning, 1604; training of kindergartners, 2300; transportation of pupils, 2355; universities and colleges, 1426, 1444, 1460.
- Colored people and the Society of Friends, 304.
- Colored race, and the Baptist Church, 307; education of, 2063.
- Colored secondary students, number, 1650; in normal schools, 1586; of industrial branches, 2069.
- Colombia, chief officer of education, 2421; elementary schools and teachers, 2417; school expenditures, 2421.
- Columbia University, admission requirements, 940.
- Columbian University, Washington, shortening the course, 946.
- Comment on Bible reading forbidden in schools, 2412.
- Commercial, geography taught in public high schools, 2011; instruction in colleges of pharmacy, 1505; law taught in high schools, 2011; school in Tiflis, Russia, 869; schools in Russia, 1142; in Switzerland, XLVIII; purpose and condition, 842; Swiss classes, size of, 852; courses of study, 849; diplomas, 851; examinations, 851; officials and principals, 854; scholarships, 853; teachers, 854; text-books, 851; tuition fees, 853; university in Switzerland, 842.
- Commercial and business schools, statistics, 2003.
- Commercial and technical education, higher, 657.
- Commercial courses, 652.
- Commercial education, higher, 2376; in Germany, 857, 874; in Switzerland, 837; historical review, 838; origin, 839; present status, 842.
- Commission of inquiry into educational endowments, 1042; on accredited high schools, 653.
- Commissioner of Education, report of, IX; the first, 891.
- Committee on statistics of defective sight and hearing of children, 2143.
- Common school, curriculum of the, 643; education, periodicals devoted to, 1149; statistics of the South, 2064; of the United States, XII.
- Communities with large negro population, 817.
- Community and the superintendent, 560.
- Comparison of illiteracy, native and foreign, 733.
- Complementary schools for girls in Italy, 748.
- Composition, English, examination at West Point, 1368; how Franklin perfected his, 149; how to teach it, 109.
- Compromise learned in boyhood, Franklin, 97.
- Compulsory attendance and child labor laws, 2347; education in Italy, 747; instruction in physiology and hygiene, 315.
- Conceits founded on wealth, 952.
- Concentration in Cook County Normal School, 258.
- Concomitants of dullness and precocity, 1106.
- Condition of admission to professional schools, 663.
- Condition, social and physical, of negroes, 191.
- Conditions of admission, of foreign students in France, 708; to university, 596.
- Conditions of illiteracy in the United States, 791.
- Conferences, educational, in Porto Rico, 1201.
- Conflict between classics and sciences, 697.
- Congregational Church mission in Alaska, 1243, 1255; secondary schools, 1648.
- Congress, acts of, relating to land-grant colleges, 1.
- Connecticut, Barnard's services in education, 887; business schools, 2014; city schools, 1282-1332; city superintendents, 1152; compulsory attendance and child labor, 2348; constitution quoted, 31; educational periodicals, 1147; excerpts from general statutes, 31; institutions admitting students on certificates, 531; institutions conferring degrees, 1412; kindergartens, 2285; kindergarten associations, 2291; law relating to temperance instruction, 317; manual training in public schools, 1961, in separate institutions, 1968; provision for agricultural colleges, 31; provisions for dental practice, CIII; provisions for practice of medicine, XCVII; public high schools, 1705, private, 1884; public normal schools, 1612, 1620, private, 1632; training of kindergartners, 2301; transportation of pupils, 2355; universities and colleges, 1426, 1444, 1460.
- Conscripts, illiteracy of, in France, 655.
- Conservation of the State, 177.
- Conservatories of music in Italy, 760.
- Consolidation of schools, 2353.
- Conspectus of registration in correspondence school, Chicago, 1033.
- Constitution, of state system of education in France, 670; of the public academy in Philadelphia, 185; of the University of Oxford, 961.
- Consular reports on education, 857.
- Control of education, transfer to laity, 664.
- Convention in 1787, Franklin in the, 121.
- Conveyance of children in Connecticut, 2356.
- Convitti, boarding schools for girls in Italy, 759.
- Cook County Normal School, 231.
- Cook, John W., 272.
- Cooking, in agricultural colleges, 1538; in industrial schools, 1983; in colored schools, 2069; in reform schools, 2106; supervisors, salaries, 2379.
- Cooperation of Treasury, State, and War Departments in Alaska, 1267.
- Cornell University, length of course, 946.
- Corporal punishment, regulations, 2385.
- Correlation in Cook County Normal School, 258.
- Correspondence school, at Willimantic, Conn., 1093; Baylor University, 1093.
- Correspondence schools, 1069, 1079, LXI; typical courses, 1080.
- Correspondence study department, Chicago University, 1081.
- Cost, of free text-books, 632; annual per capita, of education of the blind, 2119; of primary and normal schools in Italy, 749; per pupil in free text-book cities, 639.
- Costa Rica, chief officer of education, 2421; elementary schools and teachers, 2417; school expenditures, 2421.
- Council of education in Transvaal, 471.
- Countinghouse practice in Switzerland, 845.
- Course in agriculture for teachers in Porto Rico, 1187.
- Course of study, at Columbian University, 946; at U. S. Military Academy, 1372; for higher commercial education, 2376; for high school grades in Porto Rico, 1226; in administration, 2377; in college, shortening of, 661; in public schools of Porto Rico, 1222; in statistics, 2377; of commercial school in Tiflis, Russia, 870; of graded schools in San Juan, P. R., 1216; of Manila normal school, 2244; of Naval Academy, 1380; of San Juan (P. R.) high school, 1219.

- Courses, commercial and industrial, 652; of correspondence instruction, Pennsylvania State College, 1090.
- Courses of study, for honors at Oxford, 957; of agricultural colleges, changes, 1555; of commercial schools in Switzerland, 849; of correspondence schools, 1080; of normal schools, 1583; of public high schools, 1644, private, 1648; of universities, changes in, 1347; pursued by students in universities and colleges, 1393; technical, in higher seats of learning, 1421.
- Cotton Mather's benefit societies, 101; questions of debate in, 101.
- County model schools in Ontario, 433.
- Cox, Miss Jean W., 2190.
- Cravath, Ida M., 643.
- Creevey, E. A., 869.
- Criticism, of Franklin's philosophy, 154; of the constitution of Massachusetts, 152.
- Crocheting taught in reform schools, 2108.
- Cuba, chief officer of education, 2421; elementary schools and teachers, 2417; school expenditures, 2421; education in, 2393.
- Culture courses in technological schools, 1494; students of, 1349.
- Culture, the slogan of recent years, 575.
- Current topics, 2347.
- Curricula, of secondary schools, 651; of the common school, 648.
- Cushing, T., 907.
- Custodial farm in Ohio, 2158.
- ED.**
- Dabney, Charles W., 789.
- Daily school programme of Franklin, 112.
- Dairying in agricultural colleges, 1566; in industrial schools, 1986.
- Dante Allighieri Club, 764.
- Dartmouth College, ages of graduates, 2200.
- Date of establishment of high schools, 1663.
- Deaf, schools for the, 2115.
- Deaf mutes' education, periodicals devoted to, 1130.
- Defective classes, schools for the, 2115; eyesight in certain cities in the United States, 2145; sight and hearing of children, 2143.
- Defects, of university curriculum in Great Britain and Ireland, 1066; physical, of children, 2151.
- Definition, of education, Plato's, 179; psychological, of will, 730.
- Degree, bachelor's, condition of admission, 660; conferred at Oxford, 957.
- Degrees, academic, institutions conferring them, 1492; at Columbian University, 947; conferred by colleges for women, 1401, 1404; by technological schools, 1409; by universities and colleges, 1395; in the United States, 1390; on women, 1397; fewer bachelors', 658; honorary, conferred, 1398.
- Delaware, business schools, 2016; city schools, 1283-1323; city superintendent, 1152; college admitting students on certificate, 531; excerpts from revised statutes, 37; free text-books, 632; higher schools for negroes, 2078; industrial schools for negroes, 2086; institutions conferring degrees, 1412; kindergartens, 2285; kindergarten associations, 2291; law relating to temperance instruction, 318; manual training in public schools, 1961, in separate institutions, 1968; normal students in State college, 1694; provisions for agricultural colleges, 37; provisions for dental practice, 611; provisions for practice of medicine, XCVII; public high schools, 1707, private, 1888; training of kindergartners, 2301; universities and colleges, 1426, 1444, 1460.
- Demand for special teachers, 653.
- Demands of medical school inspection, 523.
- Democracy, practice of the art in, 118.
- Democratic devices and substitutes, 175; student life, 658.
- Denmark, chief officer of education, 2418; elementary schools and teachers, 2415; school expenditures, 2415, 2418; illiteracy, 2313; teachers' pensions, 2370.
- Denominations maintaining private academies, 1643.
- Dentistry, colored students of, 2068; provisions governing the practice of, 311, 1504; schools of, statistics, 1514.
- Department of education, act to establish, 923; of special education, 2143.
- De Pauw University, ages of graduates, 2208.
- Deposit prior to admission at West Point, 1371.
- Designs, decorative, taught, 1989, 1996.
- Development, arrested mental, school for, 2188; of country, relation of Yale to, 588; of district supervision of schools, 551; of State system in France, 671; of strength, child study, 1160.
- Devices and substitutes, democratic, 175.
- Devices by Franklin, Adams, and Jefferson, 123.
- Dewey, John, 267.
- Diagram, 1, showing enrollment in schools of the United States, LXXIII; 2, showing per cent of population in school, LXXIV; 3, showing length of school term, LXXIX; 4, showing school expenditure per capita, LXXXVI; 5, showing number of secondary students, XCII; 6, showing population enrolled in secondary schools, XCIV; 7, showing number of college students, XCV; 8, showing per cent of population enrolled in colleges, XCVI.
- Diagrams showing ages of college graduates, 2202-2206.
- Diem, Mary G., 644.
- Difficulty, the chief, in teaching, 173.
- Diploma for the practice of dentistry, CXII.
- Diplomas in Swiss commercial schools, 851.
- Diplomat, a, by nature, Franklin, 152.
- Diplomatic school in Italy, 760.
- Directory, educational, 1151.
- Disbursements of the appropriation in aid of agricultural colleges, 1578.
- Discipline in Cook County Normal School, 252; students of, 1583.
- Distribution, of appropriations for agricultural colleges, 1578; of normal students, 1603; of population by race elements, 799; of secondary students, 1649; of students in France, 690; of time in classical courses in France, 696.
- District of Columbia, business schools, 2016; city schools, 1283-1333; city superintendent, 1152; college for women, 1482, 1487; compulsory school attendance, 2348; educational periodicals, 1147; free text-books, 639; higher schools for negroes, 2078; illiteracy, 2349; institutions admitting students on certificates, 531; institutions conferring degrees, 1412; kindergartens, 2285; kindergarten associations, 2291; manual training in public schools, 1961, in separate institutions, 1968; normal students in higher seats of learning, 1604; provisions for dental practice, 611; provisions for practice of medicine, XCVII; public high schools, 1703, private, 1888; public high schools for negroes, 2072; public normal schools, 1613, 1620; private normal schools, 1632; training of kindergartners, 2301; United States law relating to temperance instruction, 318; universities and colleges, 1426, 1444, 1460.
- District of Mexico, education in the, 2398.
- District supervision of schools in Massachusetts, 551.
- Doctor of philosophy, degree conferred, 1250.
- Doctrine of "the general welfare" of Franklin, 98.
- Doctrines of life and death, 150.
- Domains of the mind, 730.
- Domestic arts taught in industrial schools, 1991.
- Domestic education, periodical devoted to, 1150.
- Domestic science in agricultural colleges, 1556.
- Dominion of Canada, chief school officers, 2421; elementary education and teachers, 2417; school expenditures, 2421.
- Don, the Oxford, 953.
- Donations to kindergartens, 2273.
- Dorchester, Mass., first public school, 545.
- Doren, Dr. G. A., 2158, 2183.
- Doubter in youth, Franklin, 97.
- Draper, Andrew S., 271, 570.

- Drawing, in western normal schools, 642; taught in industrial schools, 1983; in Manila trade school, 2246; in reform schools, 2110; supervisors, salaries, 2374; teachers' association, report of, 642.
- Dressmaking taught, in industrial schools, 1983; in reform schools, 2106.
- Drill needed, not research, 575.
- Dubois, Rev. John, 566.
- Du Bois, W. E. Burghardt, 191, 229.
- Dullness and precocity, concomitants, 1106.
- Dunlap, Mary J., 2183.
- Duties, academic, at West Point, 1371; of school physicians, 522; of superintendents of schools in Massachusetts, 553.
- Dyeing taught in industrial schools, 1989.
- E.**
- Early training of negro college graduates, men, 197; women, 202.
- Eaton, John, 570, 604, 905.
- Eaton, Unalaklik, reindeer station, 1260.
- Ecuador, chief officer of education, 2421; elementary schools and teachers, 2417; school expenditures, 2421.
- Edinburgh University, Carnegie trust, 1067.
- Education, American, Franklin's influence, 91; a national interest, 916; a universal scheme, 114; as a factor in success, 2403; authorities, local, in England, 1018; benefactions to, 2388; bill, national aspect of, 1027; board, southern, 650; general, 651, 2402; commercial, in Switzerland, 837; constitution of State system of, 670; consular reports on, 857; control of, transfer to laity, 664; department in Transvaal, 474; early English writers on, 481; elementary, English system, 1003; higher commercial and technical, 657; higher, in France, 698; in Alaska, 1233; appropriations for, 1237; in British South Africa, XXVIII; in Canada, 423, XXVI; in Connecticut, Barnard's services, 887; in Cuba and Mexico, 2393; in England affected by the caste feeling, LVI; in France, 667, XXXVI; primary, 673; secondary, 685; higher, 698; in Great Britain and Ireland, 1001, L; in Italy, XLI; in Orange River Colony, 478; in Porto Rico, 1177; in Russia, 1139; in the British South African colonies, 465; in the Cape Colony, 455; in the Philippines, 2219; present condition, 2224; administrative changes, 2225; in Transvaal, 467; of orphans, 118; of Swiss merchants, 838; of colored race, 302, 2033; of feeble-minded, 2157; of the Moros, 2232; of the will, 721; of youth in Pennsylvania, proposals relating to, 182; on the gold fields of the Witwatersrand, 476; pros and cons in, 116; public, in Italy, 741; technical, in Germany, 640; the ideal in, 180; utopian, 563.
- Education act in England, 1013; full text of, 1017; its relation to secondary education, 1041; at work, 1055.
- Educational, authorities in England, 1022; directory, 1151; movement in Quebec, 444; movements in China, 865; needs of Porto Rico, 1203; notes from Siberia, 881; periodicals, list of, arranged by States, 1147; arranged alphabetically, 1149; problem in England, LIV; progress of the year, 647, XXXIV; system of Newfoundland, 461; systems of Canadian provinces, 427; tendencies, desirable and otherwise, 570; views of Jefferson, 169.
- Educators, notices of their deaths, American, 330; foreign, 408.
- Effacement of claims for special consideration, 953.
- Effects of alcoholic drinks, 315.
- Egypt, chief officer of education, 2420; elementary schools and teachers, 2417; school expenditures, 2420; medical inspection of schools, 516.
- Eibenstock, Germany, consular agency, 663, 867, 872, 874, 881.
- Elective work in secondary schools, 653.
- Electrical engineering in technological schools, 1495; students of, 1349.
- Electricity taught, in industrial schools, 1983; in Manila trade school, 2247; in reform schools, 2111.
- Electrocution, Franklin's experiment, 144.
- Elementary education, in foreign countries, 2415; in England, 1018; expenditures, 1007.
- Elementary instruction in Italy, 746; in Russia, 1143.
- Elementary pupils in high schools, 1650.
- Elementary schools, in England, attendance, 1004; accommodations, 1005; higher, 1054; in Scotland, programmes, 1061.
- Elements of the population, illiteracy, 792, 2326.
- Elliot, President Charles W. C., 221, 622, 939.
- Elliot, W. G., 898.
- Ellis, Florence, 646.
- Elocution, periodicals devoted to, 1150.
- Elwyn, Alfred E., 2158.
- Endowment and support of colleges for agriculture and the mechanic arts, 4.
- Endowment funds, of hospitals, 2046; of kindergartens, 2278; of universities and colleges, 1330.
- Endowments, commission of inquiry, 1042; of higher institutions of learning, 1353; value of, of public high schools, 1064; private, 1677.
- Endurance, development of, child study, 1101.
- Engineering, civil and mechanical, in industrial schools, 1983; civil and mechanical in agricultural colleges, 1566; in reform schools, 2106; mechanical, in technological schools, 1494; civil, 1495.
- England, attendance at universities, 1063; commission of inquiry into endowments, 1042; comparative school statistics, 1011; educated by Franklin, 119; education act, 1013; examining universities, 824; expenditure for elementary education, 1007; averages; 1008; grants for elementary education, 1009; illiteracy, 2313; income for maintenance of schools, 1008; list of universities, 838; local school administration, 1023; retrospective educational statistics, 1004; salaries of teachers, 717, 1010; science and art instruction, 1043; teachers in elementary schools, 1010; the educational problem in, LIV.
- England and Wales, chief officer of education, 2419; elementary schools and teachers, 2416; school expenditures, 2419; educational statistics, 1002.
- English, at Harvard, 934; composition taught by correspondence, 1085; courses in business schools, 2009; in colored high schools, 2065; high school in San Juan, P. R., 1219; language, progress in Porto Rico, 1193; prophecy concerning it, 162; taught in Cuba, 2397.
- English and American markets, 142.
- English writers, early, on education, 481, XXX.
- English-speaking countries, union of, 949.
- Enrollment and school population, relation, LXX.
- Enrollment, classified by sex, LXXI; in city schools, 1272; in colored schools, 2033; in schools of Canada, 423; in secondary schools of France, 685; in special schools, LX.
- Episcopal Church missions in Alaska, 1247, 1251.
- Episcopal secondary schools, 1648.
- Equipment, of public high schools, 1064; of schools in Porto Rico, 1181.
- Essays and logic in Franklin's scheme, 110.
- Established church as an educational power in England, LIX.
- Establishment of a commercial university in Switzerland, 842; of Office of Commissioner of Education, 901.
- Estimate of Colonel Parker, by F. A. Fitzpatrick, 280; by Wm. R. Harper, 279.
- Ethics, number of students, 1583, 1594.
- Europe, elementary schools and teachers, 2415; expenditures for schools, 2418; medical inspection of schools, 516; teachers' pensions, 2370.
- European countries, illiteracy in, 2313.
- Evans, A. N., 1231.
- Evening schools in Manila, 2247.
- Everett, Edward, quoted, 921.

- Examination, agencies, in England, 1045; at Oxford, 967; for admission to the Naval Academy, 1375, 1378; for college entrance, 652; for the practice of dentistry, CXI; of teachers in Iowa, 322; in Mississippi, 326; of vision and hearing of pupils, 2150; questions, admission to Annapolis, 1378.
- Examinations, at West Point, physical and mental, 1365; in Swiss commercial schools, 851.
- Examining universities in England and India, 824.
- Exceptional negro, the, 227.
- Exhibition, Antwerp geographical, 863.
- Expenditure, for education in France, 678; for primary and normal schools in Italy, 749; for transportation of pupils, 2353; of kindergartens, 2278; of reindeer fund, 1264.
- Expenditures, annual, of French teachers, 716; educational, in England according to denomination, 1009; for city schools, 1274, 1322; for colored schools, 2063; for education in Alaska, 1237; for education in Porto Rico, 1204; for elementary education in England, 1007; for manual-training schools, 1966; for reform schools, 2098; for schools for the blind, 2118; for schools for the deaf, 2124; for schools for the feeble-minded, 2134; for schools in Canada, 426.
- Expenses, in college departments, 1460; in colleges for women, 1487; in technological schools, 1496; living, in universities, 1460; of foreign students in France, 709.
- Experiment stations, agricultural, 2.
- Experiments, Franklin's, in the Gulf Stream, 123.
- Experts, special class of, 952.
- Explanation of Franklin's influence, 138.
- Extent of supervision by superintendents, 555.
- Eye affections in the schools, 2151.
- F.
- Facsimile, of draft of charter of University of Pennsylvania, 186; charter signatures, 187.
- Faculties, college, more women desired, 661; independent, foreign, 823.
- Faculty, of arts at Oxford, 965; other faculties, 966; of the Cook County Normal School, 248.
- Failure to enforce provisions of temperance law, 317.
- Fair play, love of, 553.
- Farm work, taught in agricultural colleges, 1568; in industrial schools, 1983; in colored schools, 2069; in reform schools, 2106.
- Farmers' institutes, 1553; statistics, 1576.
- Fatigue, child study, 1132.
- Fauce, president of Brown University, 946.
- Federal aid to higher institutions of learning, 1553.
- Federal government, Swiss, 857.
- Feeble minded, education of, 2157; schools for the, 2115.
- Feeling, fraternal, between universities, 659.
- Fees in Italian universities, 787.
- Fellowships, in higher seats of learning, 1460; in technological schools, 1496.
- Female university students in Italy, 758.
- Fernald, Dr. Walter E., 2165.
- Fields for practical instruction in agriculture in Italy, 754.
- Filipino teachers, 2227, 2263.
- Filipinos sent to the United States, 2242.
- Finances, of the education act, 1039; educational, in Porto Rico, 1204; of colored secondary and higher schools, 2069.
- Financial, consideration of medical inspection of schools, 512; status of French teachers, 710.
- Fine arts, schools of, in Italy, 760; taught in industrial schools, 1991.
- Finland, chief officer of education, 2420; elementary schools and teachers, 2416; school expenditures, 2420; illiteracy, 2313.
- First American public school, 541.
- Firth, J. B., 990.
- Fitzpatrick, Frank A., 280.
- Flexner, Simon, 1508.
- Flint, Edith Foster, quoted, 1085.
- Floriculture taught in industrial schools, 1986; in reform schools, 2107.
- Florida, business schools, 2016; city schools, 1283-1323; city superintendents, 1153; compulsory attendance and child labor, 2348; educational periodicals, 1147; excerpt from revised statutes, 42; higher schools for negroes, 2078; industrial schools for negroes, 2086; institutions admitting students on certificates, 531; institutions conferring degrees, 1412; law relating to temperance instruction, 319; manual training in public schools, 1961, in separate institutions, 1968; provisions for agricultural colleges, 42; provisions for dental practice, CIV; provisions for practice in medicine, XCVIII; public high schools for negroes, 2072; public high schools, 1708, private, 1890; public normal schools, 1613, 1620; private normal schools, 1632; teachers' training in higher seats of learning, 1604; training of kindergartners, 2301; transportation of pupils, 2357; universities and colleges, 1428, 1445, 1462.
- Followers of Franklin, 167.
- Foreign born, illiteracy, 789.
- Foreign countries, elementary education in, 2415; requirements for practice of dentistry, 1504.
- Foreign educators, necrology, 408.
- Foreign students, in French universities, 708; in German universities, 2374.
- Foreign universities, list of, 819.
- Forestry academies, foreign, 819.
- Forging, iron, taught in colored schools, 2069; in industrial schools, 1983; in reform schools, 2103.
- Foundations of our educational system, 577.
- France, alcoholism, 872; changes in school legislation, 687; chief officer of education, 2418; elementary schools and teachers, 2415; school expenditures, 2418; constitution of state system, 670; education in, 667, XXXVI; primary, 673; secondary, 685; higher, 698; educational statistics of cities, 682; expenditure for education, 678; higher education, 698; higher technical schools, 710; illiteracy, 2313; of conscripts, 685; industrial school at Tourcoing, 867; list of universities, 833; medical inspection of schools, 518; programme of secondary schools, 691; secondary education, 685; teachers' pensions, 2370; the teaching force, 677.
- Franchise, educational qualifications for the, 177.
- Francis, Tench, 190.
- Franklin, Adams, and Jefferson compared, 171.
- Franklin, Benjamin, 91-190; a democrat, 166; a diplomat by nature, 152; a Philistine, 153; as a poet, 132; as seen by others, 126; curious to see another world, 157; educates public opinion, 120; educates the Colonies, 118; educates England, 119; examined by the House of Commons, 119, 143; the maker of a school-book, 128; welcomed home, 129.
- Franklin and Adams in France, 125; and Dupont de Nemours, 148; and Hume, 145; and Lincoln, 182; and Lord Kaines, 144; and Malthus, 143; and Noah Webster, 161; and Priestley, 122; and the physiocrats, 147; and Whitefield, 111.
- Franklin College founded, 130.
- Franklin stove, the, 150.
- Franklin's autobiography, 127; bequests to Boston and Philadelphia, 135; conversations at Passy, 153; creed, 173; death, 172; educational methods, 120; educational views, 162; idea of Shay's rebellion, 157; influence in American education, 91, XX; influence in France, 124; last word, 133; last word on education, 162; method of reaching conclusions, 148; optimism, 160; plan for the benefit of artisans, 134; political views, 150; story of the speckled ox, 125; treaty with Prussia, 129; trick of doing good, 134; versus Adams's ideas, 176.
- Fraternal feeling between universities, 659.
- Frazer, Helen, 646.
- Free cities of Germany, commercial education, 881.
- Free ships make free goods, Franklin's treaty with Prussia, 129.
- Free text-books, benefits, objections, and cost, 632, 2390.

Freedman's Aid Society of Methodist Episcopal Church, 293.
 Freedmen, and the northern churches, XXI; education of, 285; their schooling, 300.
 Freedom, larger, for the teacher, 640.
 Freedom of teaching, 662.
 French, at Harvard, 935; students of, in high schools, 1644, 1646, 1652; teachers, income, 713; professional status of, 710; universities, foreign students, 708.
 Fresco painting taught in industrial schools, 1900.
 Friars, contest with the, at Oxford, 964.
 Friends' missions in Alaska, 1248, 1254; secondary schools, 1648.
 Fruit raising taught in reform schools, 2112.
 Functions of ministry of education in Italy, 742.
 Funds, of agricultural colleges, 1572; of colored public high schools, 2073; of dental schools, 1514, 1541; of higher colored schools, 2070; of kindergartens, 2278; of law schools, 1510, 1525; of medical schools, 1512, 1531; of normal schools, 1588; of schools of pharmacy, 1515, 1545; of technological schools, productive, 1497; of theological schools, 1509, 1517; of veterinary schools, 1549; productive, of higher seats of learning, 1461; of public high schools, 1664; of private high schools, 1677.
 Future of the negro, 210.

G.

Galleries, art, admission to, in Italy, 864.
 Galloup, D. P., 307.
 Gambell, St. Lawrence Island, reindeer station, 1262.
 Gardening taught, in colored schools, 2069; in industrial schools, 1933; in reform schools, 2106.
 Garfield, James A., 898, 900.
 Gay, George E., 2153.
 Gearhart, May, 643.
 General Education Board, 651, 2402.
 Geneva, Switzerland, course of study of school of commerce, 850.
 Gentleman, typical English, 952.
 Geography, commercial, in high schools, 2011; examination at Annapolis, 1376, 1378; at West Point, 1368; in Cook County normal schools, 256; periodicals devoted to, 1150; physical, students of, in high schools, 1644, 1646, 1655.
 Geology, students of, in high schools, 1644, 1646, 1655.
 Geometry, at Harvard, 935; examination at Annapolis, 1377, 1379; students of, in high schools, 1644, 1646, 1653.
 Georgia, business schools, 2016; city schools, 1283-1333; city superintendents, 1153; colleges for women, 1482, 1487; constitution quoted, 46; educational periodicals, 1147; excerpts from the code, 46; higher schools for negroes, 2078; industrial schools for negroes, 2086; institutions admitting students on certificates, 531; institutions conferring degrees, 1412; kindergartens, 2225; kindergarten associations, 2291; law relating to temperance instruction, 319; manual training in public schools, 1961; in separate institutions, 1968; provisions for agricultural colleges, 46; provisions for dental practice, CIV; provisions for practice of medicine, XCVIII; public high schools, 1709, private 1800; public high schools for negroes, 2072; public normal schools, 1613, 1620; private normal schools, 1632; teachers' training in higher seats of learning, 1604; training of kindergartners, 2301; transportation of pupils, 2358; universities and colleges, 1423, 1445, 1462.
 Gera, Germany, consular agency, 865.
 German, at Harvard, 934; students of, in high schools, 1644, 1646, 1653.
 German chambers of commerce, 857.
 Germany, American college in Strassburg, 873; commercial education, 874; elementary schools and teachers, 2415; school expenditures, 2418; foreign students in universities, 2374; Glauchau weaving school, 868; illiter-

acy, 2313; medical inspection of schools, 517; list of universities, 833; new national school, 866; nurses trained, 2043; pensions paid to teachers, 2370; professorship of railroads, 872; technical education in, 640.
 Gifts and bequests to professional schools, 1500.
 Gifts of Carnegie and Rhodes, 950.
 Girls, complementary schools for, in Italy, 748.
 Glasgow University, Carnegie trust, 1067.
 Glauchau, Germany, consular agency, 869; weaving school, 868.
 Gleason, Ronald P., 2245.
 Golder, F. A., 1231.
 Golofnin reindeer station, 1260.
 Governing boards of State institutions, 1354.
 Government, test of, 181.
 Graduated schools in Porto Rico, 1188.
 Graduate departments, of agricultural colleges, 1533; of universities, 1386.
 Graduate school of agriculture, 1557.
 Graduates, negro, from white colleges, 192; their birthplace, 195; negro, of a typical college, 205; of agricultural colleges, 1506, 1568; of business schools, 2003; of colleges for women, 1480, 1482; of colored high schools, 2066; of dental schools, 1514, 1541; of higher seats of learning, 1386; of law schools, 1510, 1525; of medical schools, 1512, 1531; of normal schools, 1587; of public and private high schools in 1902, 1644, 1651, 1667; of schools for defective classes, 2117; of schools for nurses, 2044; of schools of pharmacy, 1515, 1545; of technological schools, 1493; of theological schools, 1509, 1517; of veterinary schools, 1549.
 Graduation at West Point, 1372.
 Grady, Anna Earl, 644.
 Grammar, examination at Annapolis, 1376, 1379; at West Point, 1367.
 Grammar school at Vladivostok, 885.
 Grammar school teachers, salaries, 2382.
 Grants for elementary education in England, 1009.
 Great Britain and Ireland, education in, 1001, I; higher education, 1063; medical inspection of schools, 518; secondary and university education, 1041; statistics of secondary education, 1049; teachers' pensions, 2370.
 Greece, chief officer of education, 2419; elementary schools and teachers, 2416; school expenditures, 2419; illiteracy, 2313.
 Greek, at Harvard, 934; in colleges for women, 1482; opposition to, at Oxford, 979; number of students in higher institutions, 1394; students of, in high schools, 1644, 1646, 1652.
 Green, Miss Nellie, 1233.
 Greener, R. T., 868, 881.
 Grew, Theophilus, 190.
 Grounds and buildings, of colored schools, 2069; of colored public high schools, 2073; of high schools, value of, 1664, 1677; of reform schools, 2098; of schools for the blind, 2118; of schools for the deaf, 2124; of schools for the feeble-minded, 2124; of technological schools, value of, 1497.
 Grouping of schools in England, 1021.
 Growth, in height and height sitting, child study in Chicago, 1099; in weight, 1100; of high schools in Ontario, 432.
 Growth and development, increase, child study, 1101.
 Guatemala, chief officer of education, 2421; elementary schools and teachers, 2417; school expenditures, 2421.
 Guenther, Richard, 872.
 Gulf Stream, Franklin's experiments in, 123.
 Gwin, Mrs. Clara, 1231.
 Gymnastics in Italy, 751.

H.

Habit result of psychic actions, 729
 Hadley, President, of Yale, 945.
 Hall, Alice E., 644.
 Hall, G. Stanley, 219, 273.
 Hall, Miss Phene E., 231.
 Hamburg, chief officer of education, 2419; elementary schools and teachers, 2416; school expenditures, 2419.
 Hamilton, Wm., 1237, 1264.

- Harness making taught, in industrial schools, 1999; in reform schools, 2107.
- Harper, President Wm. R., 264, 279, 613, 624, 647, 1084.
- Harris, Ernest L., 863, 867, 872, 874, 881.
- Harris, George, 220.
- Harris, Wm. T., U. S. Commissioner of Education, LXIV, 245, 271, 625, 887, 898, 901, 949, 2143, 2210.
- Hart, John S., 894, 908.
- Hartford, celebration of Henry Barnard's birthday, 887.
- Hartshorn, O. N., 909.
- Harvard, admission requirements, 960; details, 934; influence of, 141.
- Hawaii, law relating to temperance instruction, 320.
- Health of school children, 883.
- Hearing and vision of pupils tested, 2150.
- Heilig, A. R., 1239.
- Heizer, Mrs. E. C., 1232.
- Henkle, W. D., 909.
- Henry VIII, of England, quoted, 980.
- Henry, Prof. J., 855.
- Hertel, C. A., 1598.
- Hesse, chief officer of education, 2419; elementary schools and teachers, 2415; school expenditures, 2419; commercial education, 879; medical inspection of schools, 518.
- High and graded schools in San Juan, 1214.
- High school, trend of development, 655; teachers, higher standard for, 654; teachers' salaries, 2382.
- High schools, accredited, commission on, 655; and academies having business courses, 2003; for boys only, for girls only, and for both sexes, 1695; in cities of 8,000 inhabitants and over, 1661; in Ontario, 432; in Porto Rico, 1188; normal students in, 1602; outside of cities, 1632; private, teaching bookkeeping, 2012; public and private, XVII; growth since 1889-90, 1643.
- Higher commercial education, 2376; in Europe, 2378.
- Higher education, becoming a process of research, 951; increase of, 657; in Canada, 460; in England, 1018; in France, 698; in Great Britain and Ireland, 1063; in Italy, bill for reform, 767; in the Middle Ages, 771; in Ontario, 478; in Russia, 1145; of the negro, 224.
- Higher grade schools in Scotland, programmes, 1062.
- Higher primary schools in France, 683.
- Higher schools for the colored race, 2067.
- Higher seats of learning, foreign, 821; technical courses in, 1421.
- Higher technical education, 657; schools in France, 710.
- Hills, W. J., 1239.
- Hilton, Miss Olga, 1233.
- Hirsch, Emil G., 269.
- History, at Harvard, 935; examination at Annapolis, 1377, 1378; at West Point, 1369; of education, number of students, 1583, 1592; of educational work in Transvaal, 478; of supervision of schools, 556; of University of Oxford, 900; taught by correspondence, 1688; universal, students of, in high schools, 1644, 1646, 1657.
- Hollander régime in Transvaal, 470.
- Holloway, W. R., 868.
- Holls, George Charles, biography, 590.
- Holt, Emmett, 1506.
- Holt, V. L., 1232.
- Home, for nurses, 2043; for the care of feeble-minded women, 2183.
- Home study in Chautauqua course, 1692.
- Honduras, chief officer of education, 2421; elementary schools and teachers, 2417; school expenditures, 2421.
- Honorary degrees conferred, 1598.
- Hopkinson, Thomas, 190.
- Hospitals for the insane, nurses, 2044.
- House and sign painting taught, 1987.
- House of Commons examines Franklin, 119.
- Household economy in agricultural colleges, 1566.
- Housekeeping taught, in industrial schools, 1988; in reform schools, 2106.
- Howe, Dr. Samuel G., 2158.
- Human system, effects of alcoholic drinks and narcotics, 315.
- Hume and Franklin, 145.
- Hungary, chief officer of education, 2418; elementary schools and teachers, 2415; expenditures for schools, 2418; illiteracy, 2313; list of universities, 833; medical inspection of schools, 519; teachers' pensions, 2370.
- Hunt, Miss Bertha, 1233.
- Hustling for students in stock company schools, 1078.
- Hyde, Wm. D., 221.
- Hygiene and physiology, instruction in, 315.
- Hygiene, examination at West Point, 1370.
- Hygienic condition of school building in Italy, 743.

I.

- Idaho, business schools, 2016; city schools, 1333; city superintendents, 1153; compulsory attendance and child labor, 2348; consitution quoted, 52; excerpts from general laws, 52; industrial schools for Indian children, 1980; institution conferring degrees, 1413; law relating to temperance instruction, 320; manual training in public schools, 1961; provision for agricultural colleges, 52; provisions for dental practice, CIV; provisions for medical practice, XCVIII; public high schools, 1713, private, 1892; public normal schools, 1613, 1629; teachers' training in university, 1605; university, 1428, 1445, 1462; university admitting students on certificate, 531.
- Iddings, L. M., 834.
- Idea of Shay's rebellion, Jefferson's, 157.
- Idea of state, of the eighteenth century, 180; organic or modern, 181.
- Ideal, the, in education, 180.
- Ideal of nurture, kindergarten, 594.
- Ideals, educational, 573.
- Illinois, business schools, 2018; city schools, 1283-1333; city superintendents, 1153; colleges for women, 1480, 1483, 1487; compulsory attendance and child labor, 2348; constitution quoted, 53; excerpts from revised statutes, 56; educational periodicals, 1147; institutions admitting students on certificate, 531; institutions conferring degrees, 1413; kindergartens, 2285; kindergarten associations, 2291; law relating to temperance instruction, 320; manual training in public schools, 1961, in separate institutions, 1968; provision for agricultural colleges, 56; provisions for dental practice, CIV; provisions for medical practice, XCVIII; public high schools, 1713, private, 1892; public high schools for negroes, 2072; public normal schools, 1613, 1622; private normal schools, 1632; teachers' training in higher seats of learning, 1605; teachers' pensions, 2373; training of kindergartners, 2301; universities and colleges, 1428, 1445, 1462.
- Illiteracy, among the negro race, 736; in colored population, 2322; in Europe, 2313; in Teutonic nations, 2313; in Romanic nations, 2313; in Slavic nations, 2313; in female population, 2325; in foreign-born population, 2320; in Italy, 747; in male population, 2324; in population 10 years of age and over, 2314; in the United States, LXVIII, 2311; in white population, 2317; in native white population, 2318; of conscripts in France, 655; of males of voting age, 801; of reform school pupils, 2099; of the voting population in the United States, 789, XLV1; of the white population, 790; of white males of voting age, 803; rank of States in, 2337.
- Illiterate population classified by sex, 2327.
- Ilocanoes in the Philippines, 2238.
- Immigration, Franklin's idea of, 155.
- Inaugural address by President Butler, 627.
- Income, of agricultural colleges, 1551, 1572; of colleges for women, 1402, 1406, 1487; of colored public high schools, 2073; of French teachers, 714; of higher colored schools, 2070; of institutions for higher education, 1353, 1400, 1461; of normal schools, 1588; of public high schools, 1664; of private high

- schools, 1677; of schools in Canada, 427; of schools in Manitoba, 456; of schools in New Brunswick, 451; of schools of pharmacy, 1545; of schools of technology, 1411, 1461, 1497; sources of, of schools in Quebec, 443.
- India, British, chief school officers, 2420; elementary schools and teachers, 2416; school expenditures, 2420; examining universities, 824.
- Indian children, industrial schools for, 1980.
- Indian Territory, college admitting students on certificate, 532; institutions conferring degrees, 1413; law relating to temperance instruction, 321; public high schools, 1734, private, 1896; teachers' training in higher seats of learning, 1605; universities and colleges, 1430, 1446, 1464.
- Indiana, business schools, 2016; city schools, 1284-1334; city superintendents, 1153; compulsory attendance and child labor, 2348; constitution quoted, 50; excerpts from revised statutes, 60; educational periodicals, 1147; institutions admitting students on certificate, 532; institutions confirming degrees, 1413; kindergartens, 2285; kindergarten associations, 2292; law relating to temperance instruction, 321; manual training in public schools, 1961, in separate institutions, 1968; provision for agricultural colleges, 60; provisions for dental practice, CIV; provisions for medical practice, XCVIII; public high schools, 1733, private, 1894; public high schools for negroes, 2072; public normal schools, 1613, 1622; private normal schools, 1632; school for feeble-minded youth, 2186; teachers' training in higher seats of learning, 1605; training of kindergartners, 2302; transportation of pupils, 2358; universities and colleges, 1428, 1446, 1462.
- Individualism of the eighteenth century, 174.
- Industrial and manual training in public schools, 1859; in separate institutions, 1964.
- Industrial, courses, 652; education in Ontario, 435; in the Philippines, 2232, 2251; school at Tourcoing, France, 867; schools for Indian children, 1980; in Porto Rico, 1189.
- Industrial training, in colored high schools, 2066; periodicals devoted to, 1150.
- Ineligible towns without superintendents, 555.
- Infant asylums, schools, and kindergartens in Italy, 745.
- Influence, of Franklin on Adam Smith, 120; of Harvard and Yale, 141; upon boards of education, of accrediting system, 538; upon pupils, of accrediting system, 538; upon standards, of the accrediting system, 538; upon the teaching force, of the accrediting system, 538.
- Inglis, John, 190.
- Inmates of reform schools, race, nativity, sex, 2098.
- Inspection, medical, in schools abroad, 509; of reindeer, 1250.
- Inspectors, sanitary, teachers should not act as, 510.
- Installation of President N. M. Butler, 622.
- Instinct and effort, 737.
- Institutions, admitting students on certificate, 531; conferring academic degrees, 1412; conferring Ph. D., 1350; higher, for the colored race, 2067; in which commercial studies are taught, 2004; supplementary, at Oxford, 988.
- Instruction, by correspondence, 1079; courses, 1090; practical, of midshipmen, 1384; by lessons, by books, and by correspondence, 1090; system of, at Oxford, 967.
- Instructors, college training for, 658; in business schools, 2067; in kindergartens, 2276; in manual training schools, 1964; in normal schools, 1584; in schools for defective classes, 2116.
- Insular normal school, Porto Rico, 1212.
- Insular support of schools in the Philippines, 2236.
- Interpretation of the education act in England, 1025.
- Interpreters of the constitution, 156.
- Introduction of reindeer into Alaska, 1257.
- Investigation, pedagogic, in Chicago, 1095.
- Iowa, business schools, 2020; city schools, 1284-1335; city superintendents, 1154; educational periodicals, 1147; institutions admitting students on certificate, 532; institutions conferring degrees, 1413; compulsory attendance and child labor, 2348; constitution quoted, 64; excerpts from annotated code of the State, 64; kindergartens, 2288; kindergarten associations, 2292; law relating to temperance instruction, 321; manual training in public schools, 1861, in separate institutions, 1968; provision for agricultural colleges, 64; provisions for dental practice, CIV; provisions for medical practice, XCVIII; public high schools, 1735, private, 1896; public normal schools, 1613, 1622; private normal schools, 1634; teachers' training in higher seats of learning, 1605; training of kindergartners, 2302; transportation of pupils, 2390; universities and colleges, 1430, 1447, 1464.
- Ireland, attendance at universities, 1063; chief officer of education, 2419; elementary schools and teachers, 2416; school expenditures, 2419; educational statistics, 1002; higher education, 1063; illiteracy, 2313; list of universities, 833; state of secondary education, 1048.
- Irritability, sensibility, and motility, 727.
- Italy, admission to art galleries, 864; chief officer of education, 2419; elementary schools and teachers, 2416; school expenditures, 2419; classical schools, 756; colonial schools, 759; complementary schools for girls, 748; compulsory education and illiteracy, 747; conservatories of music, 760; convitti, boarding schools, 759; cost of primary and normal schools, 749; diplomatic school, 760; elementary instruction in primary schools, 746; public education in, XLI; female students in universities, 758; gymnastics in, 751; higher education in the middle ages, 771; hygienic condition of school buildings, 743; illiteracy, 2313; kindergartens in, 745; list of universities, 833; mining schools, 760; nautical schools, 755; normal schools in, 749; manual training, 752; philological clubs in, 762; physical education, 751; professional schools, 754; public education in, 741; public libraries in, 762; reform of universities, 783; schools for adults in agricultural districts, 765; schools of fine arts, 760; special schools in, 761; teachers' pension fund, 750; pensions paid, 2370; technical schools, 755; superior institutes, 757; universities in, 757.
- Items, essential, of school statistics, 2210; desirable, 2211; occasional, 2211.
- Itinerary of Dr. Wm. Hamilton in Alaska, 1267.

J.

- Jackman, Wilbur S., on F. W. Parker, 231.
- Jackson, Sheldon, 1253, 1269.
- Jamaica, chief officer of education, 2421; elementary schools and teachers, 2417; school expenditures, 2421.
- James, William, 736.
- Japan, chief officer of education, 2420; elementary schools and teachers, 2417; school expenditures, 2420; medical inspection of schools, 517; schools and libraries, 2400.
- Jefferson, Adams, and Franklin compared, 171.
- Jefferson, the eclectic, 169.
- Jefferson's educational views, 162, 163; idea of Shay's rebellion, 157.
- Jesuit missions in Alaska, 1250.
- Jewelry engraving taught, 1984.
- John Worthy School in Chicago, 1118.
- Johns Hopkins University, age of graduates, 2208; celebration, 609.
- Johnson, Alexander, 2186.
- Johnson, Miss Amanda, 1230.
- Johnstone, E. R., 2181.
- Joinery taught, in industrial schools, 1984; in reform schools, 2111.
- Jones, Charles D., 2154.
- Jones, F. L., 2359.

- Jones, Jenkin Lloyd, 271.
 Jordan, David Starr, 219.
 Junior colleges, 663.
 Junto, Franklin's society, 99; questions of debate, 103.
- K.**
- Kansas, business schools, 2020; city schools, 1285-1335; city superintendents, 1154; colleges for women, 1483, 1488; compulsory attendance and child labor, 2348; constitution quoted, 70; excerpts from general statutes, 70; educational periodicals, 1147; industrial schools for Indian children, 1980; institutions admitting students on certificate, 532; institutions conferring degrees, 1414; kindergartens, 2286; kindergarten associations, 2292; law relating to temperance instruction, 322; manual training in public schools, 1961; provision for agricultural colleges, 70; provisions for dental practice, cv; provisions for medical practice, xcvi; public high schools, 1744, private, 1898; public normal schools, 1613, 1622; private normal schools, 1634; teachers' training in higher seats of learning, 1606; training of kindergartners, 2303; transportation of pupils, 2361; universities and colleges, 1430, 1448, 1464.
- Kant, theory of moral education, 724.
 Kelly, Wm. A., 1257.
 Kent, Chancellor, quoted, 921.
 Kentucky, business schools, 2022; city schools, 1285-1335; city superintendents, 1154; colleges for women, 1483, 1488; compulsory attendance and child labor, 2349; constitution quoted, 75; excerpts from the Kentucky statutes, 76; higher schools for negroes, 2080; industrial schools for negroes, 2388; institutions admitting students on certificate, 532; institutions conferring degrees, 1414; kindergartens, 2286; kindergarten associations, 2293; law relating to temperance instruction, 323; manual training in public schools, 1951, in separate institutions, 1970; provision for agricultural colleges, 76; provisions for dental practice, cv; provisions for medical practice, xcvi; public high schools, 1750, private, 1898; public high schools for negroes, 2072; public normal schools, 1613, 1622; private normal schools, 1634; teachers' training in higher seats of learning, 1606; training of kindergartners, 2303; universities and colleges, 1430, 1448, 1466.
- Kern, Oliver B., 1222.
 Kindergarten, education, periodicals devoted to, 1150; ideal of nurture, 594; in Cook County normal schools, 254; work firmly established, 649; in industrial schools, 1991; training schools, 2300; estimated statistics, 2277; for defective children, 2117; growth of, 2282; in cities of over 4,000 inhabitants, 2285; in Ontario, 431; in schools for the deaf, 2123; public and private, statistics, 2273; comparative statistics, 2279; reporting to the Bureau, 2283.
 Kindergartners, salaries, 2382.
 King, Rufus, 895.
 Kirby, T. F., 2359.
 Kitchen gardening taught in industrial schools, 1991.
 Knight, Dr. H. M., 2158.
 Knitting taught in reform schools, 2112.
 Knox, Frances, quoted, 1088.
 Kotzebue, reindeer station, 1258.
 Kovalevsky, E., 1130.
 Kuskokwim, reindeer station, 1260.
- L.**
- Labor legislation in Siberia, 883.
 Labor the measure of wealth, 137.
 Laboratory work by correspondence, 1087.
 Laity, transfer of control of education to, 664.
 Land, granted under act of 1862, 1560; in farms and grounds of agricultural colleges, 1560; scrip, 2; used for experimental stations, 1560.
 Land grant of 1862, 1551.
 Land grant colleges, in Alabama, 9; in Arizona, 11; in Arkansas, 15; in California, 22; in Colorado, 28; in Connecticut, 31; in Delaware, 37; in Florida, 42; in Georgia, 46; laws, 1.
 Lane, Albert G., 265.
 Langenscheidt, Gustav, 1071.
 Language, Chinese, ideographic, 865.
 Language, instruction in Cook County Normal Schools, 251; periodicals devoted to, 1150.
 Language of the schools in the Philippines, 2231.
 Laplanders want reindeer herds, 1257.
 Larger freedom for teachers, 649.
 Lathbury, D. C., 1028.
 Latin and Greek, shall they be taught? Franklin's scheme, 117.
 Latin, at Harvard, 934; in colleges for women, 1482; in technological schools, 1495; number of students in higher institutions, 1394; students of, in public high schools, 1644, 1646, 1652.
 Laundering taught, in industrial schools, 1983; in reform schools, 2106.
 Laurie, S. S., 960.
 Law, colored students of, 2068; commercial, taught in academies and high schools, 2011; new English, its relation to secondary education, 1041; relating to superintendents in Massachusetts, 530; schools, statistics, 1499, 1510.
 Law of living, the, 135.
 Lawrence, Thomas, 190.
 Laws, general, relating to agricultural and mechanical land grant colleges, 1; relating to temperance instruction, xxv, 315.
 Lay versus clerical teachers in France, 677.
 Learned society proposed by Franklin, 115.
 Le Conte, Joseph, biography of, 602.
 Lecture of F. Buisson on the education of the will, 721.
 Lee-h, Thomas, 190.
 Legal provisions, for practice of dentistry, cii; for practice of medicine, xcvi.
 Le Garde, Ellen, 2154.
 Legislation, concerning agricultural colleges, 1553; concerning education for Uitlanders, 473; in France, modifications of school courses, 637.
 Length, of college course, 927, l.; of course in schools for nurses, 2046; of school term in Alaska, 1231; of term in business schools, 2020.
 Letter, of A. G. Bell on Colonel Parker, 272; of A. S. Draper, 271; of G. Stanley Hall, 273; of J. L. Jones, 271; of John W. Cook, 272; of N. M. Butler, 272; of W. T. Harris, 271; of Gen. John Eaton, 904; Franklin's, to Washington on slavery, 161.
 Letters of S. M. Lindsay, 1196, 1197.
 Libraries, of agricultural colleges, 1530; of higher colored schools, 2069; of colleges for women, 1487; of colored public high schools, 2073; of dental schools, 1514, 1541; of higher seats of learning, 1490; of law schools, 1510, 1525; of medical schools, 1512, 1531; of public high schools, 1664; of private high schools, 1677; for rural schools, 579; of schools for the blind, 2118; of schools for the deaf, 2124; of schools for the feeble-minded, 2134; of schools of pharmacy, 1515, 1545; of technological schools, 1493; of theological schools, 1509, 1517; of veterinary schools, 1549; public, in Italy, 762; traveling, 906.
 Library, Bodleian, at Oxford, 990; in Philadelphia, founded by Franklin, 105; presented by Franklin, 128; work taught, 1991.
 Licenses for nurses, 2043.
 Lieber, Francis, 565.
 Lied, Miss Susanne, 2175.
 Life and death, doctrines of, 150.
 Life and work of Col. F. W. Parker, 231-284.
 Life, secret of, Franklin's, 140.
 Lilly, William, 490.
 Lincoln and Franklin, 182.
 Lincoln, Dr. David F., 2157.
 Lincoln, George F., 863.
 Lindsay, S. M., 1188, 1266; letters of, 1196, 1197.
 List, of educational periodicals, arranged by States, 1147; arranged by subjects, 1149; of foreign universities, 819; other higher seats of learning, 821; of institutions admitting students on certificate, 531.

- Literature and criticism, periodicals devoted to, 1150.
- Literature, English, students of, in high schools, 1644, 1646, 1657; examination at West Point, 1565.
- Livermore, A. A., 895.
- Living expenses, in colleges for women, 1487; in technological schools, 1496; annual, in universities, 1460.
- Local school authorities in Ontario, 428; committees in Alaska, 1238.
- London Times, quoted, 1027.
- Loomis, Francis B., 2396.
- Louisiana, business schools, 2022; city schools, 1285-1335; city superintendents, 1154; colleges for women, 1483, 1488; compulsory attendance and child labor, 2349; constitution quoted, 82; excerpts from Revised Statutes, 83; educational periodicals, 1147; higher schools for negroes, 2080; industrial schools for negroes, 2088; institutions admitting students on certificate, 532; institutions conferring degrees, 1414; kindergartens, 2286; kindergarten associations, 2293; law relating to temperance instruction, 323; manual training in public schools, 1961, in separate institutions, 1970; provision for agricultural colleges, 82; provisions for dental practice, CV; provisions for medical practice, XCVIII; public high schools, 1753, private, 1902; public high schools for negroes, 2072; public normal schools, 1614, 1622; teachers' training in higher seats of learning, 1606; training of kindergartners, 2303; transportation of pupils, 2361; universities and colleges, 1432, 1449, 1466.
- Louth, Bishop Robert, 1070.
- Lübeck, chief officer of education, 2419; elementary schools and teachers, 2416; school expenditures, 2419.
- Lupset, Thomas, 481.
- Lutheran secondary schools, 1648.
- Lycées, classical, in France, 693.
- III.
- Machine-shop work taught, in colored schools, 2069; in industrial schools, 1953; in reform schools, 2106.
- Machinery of agricultural colleges, 1570.
- Mackintosh, Misses May and Genevieve, 1232.
- MacLean, George E., 219.
- Macnamara, T. J., 1065.
- Maddox, Joshua, 190.
- Mail route, reindeer, in Alaska, 1263.
- Maine, business schools, 2022; city schools, 1285-1335; city superintendents, 1155; colleges for women, 1483, 1488; compulsory attendance and child labor, 2349; free text-books, 632; institutions admitting students on certificate, 532; institutions conferring degrees, 1414; kindergartens, 2286; kindergarten associations, 2293; law relating to temperance instruction, 323; manual training in public schools, 1961, in separate institutions, 1970; provisions for dental practice, CV; provisions for medical practice, XCVIII; public high schools, 1754, private, 1902; public normal schools, 1614, 1622, private, 1634; teachers' training in higher seats of learning, 1606; training of kindergartners, 2303; transportation of pupils, 2361; universities and colleges, 1432, 1449, 1466.
- Maintenance of schools in England, 1019.
- Mallery, Hervey F., 1080.
- Man, the study of, 257.
- Management, of early schools too harsh, 576; of schools in England, 1019; of schools, students of, 1583.
- Manila, normal school, 2243; nautical school, 2244; trade school, 2246; teachers' college, 2228.
- Manitoba, chief officer of education, 2421; elementary schools and teachers, 2417; school expenditures, 2421; classes of schools, 456; public-school system, 454; receipts and expenditures for schools, 457; school authorities, 456; school income, 456; school statistics, 456; teachers, 456.
- Mann, Miss Anna, 1231.
- Mann, Horace, 895.
- Manual and industrial training, 1959; in public schools, 1961; in separate schools, 1964.
- Manual or sign method in schools for the deaf, 2123.
- Manual training, in Cook County Normal School, 254; in Italy, 752; schools in cities of over 8,000 inhabitants, 1641, 1940; in graded schools, 1961; in separate schools, 1964; supervisors' salaries, 2379; teachers, preparation of, 656.
- Marriott, I. A. R., 969.
- Mausden, Edward, 1233.
- Marseille, France, consular office, 873.
- Martin, David, 190.
- Marx, Karl, 950.
- Maryland, business schools, 2022; city schools, 1286-1336; city superintendents, 1155; colleges for women, 1480, 1483, 1489; compulsory attendance and child labor, 2349; educational periodicals, 1147; free text-books, 633; higher schools for negroes, 2080; industrial schools for negroes, 2088; institutions admitting students on certificate, 532; institutions conferring degrees, 1414; law relating to temperance instruction, 323; manual training in public schools, 1961, in separate institutions, 1970; provisions for dental practice, CV; provisions for medical practice, XCIX; public high schools, 1758, private, 1904; public high schools for negroes, 2072; public normal schools, 1614, 1622, private, 1634; teachers' pensions, 2372; teachers' training in higher seats of learning, 1606; training of kindergartners, 2303; universities and colleges, 1432, 1449, 1466.
- Massachusetts, business schools, 2022; city schools, 1286-1336; city superintendents, 1155; colleges for women, 1480, 1483, 1489; compulsory attendance and child labor, 2349; constitution criticised by Franklin, 152; educational periodicals, 1148; free text-books, 633; institutions admitting students on certificate, 532; institutions conferring degrees, 1415; kindergartens, 2286; kindergarten associations, 2293; law relating to temperance instruction, 324; manual training in public schools, 1961, in separate institutions, 1970; provisions for dental practice, CV; provisions for medical practice, XCIX; public high schools, 1760, private, 1906; public normal schools, 1614, 1622, private, 1634; supervision in, 550; teachers' pensions, 2372; teachers' training in higher seats of learning, 1606; training of kindergartners, 2303; transportation of pupils, 2362; universities and colleges, 1432, 1449, 1466.
- Massena, J. L., 645.
- Masters, William, 160.
- Mathematics and philosophy in secondary schools of France, 693.
- Mathematics taught in English secondary schools, 1058.
- Mauritius, chief officer of education, 2421; elementary schools and teachers, 2417; school expenditures, 2421.
- Mayo, A. D., 285, 681.
- McAlister, James, 2309.
- McCall, Samuel, Jr., 190.
- McFarland, John W., 1232.
- McWade, Robert, 836.
- Measurements in child study, 1006.
- Measures relating to secondary education in Great Britain, 1042.
- Mechanical engineering, in technological schools, 1494; students of, 1349.
- Mechanics' institutes and art schools in Ontario, 437.
- Mecklenburg, commercial education, 879.
- Medical inspection of schools, regulations for, 518; in Europe and America, 516; of schools, XXX; arguments in favor, 509; financial considerations, 512; purpose of, 513; teachers' sympathy needed, 515.
- Medical inspector of schools, report of, 2153.
- Medical institute for women in St. Petersburg, 868.
- Medical research, Rockefeller Institute, 1503.
- Medical schools, regular, homeopathic, eclectic, 1512; statistics, 1499.

- Medicine, colored students of, 2068; practice of, legal provisions, xcvi.
- Meiningen, commercial education, 879; medical inspection of schools, 518.
- Memorial of school superintendents, 916.
- Memory and school standing, 1135.
- Memory investigation, child study, 1129; its development, 1133; power, auditory and visual, 1132; span, child study, 1134.
- Merchant, Swiss, education of, 838.
- Message of the President of Cuba, 2393.
- Method, of educational progress, 551; in auditory memory tests, 1131; in visual memory tests, 1131; of memory tests, 1130.
- Methodism in America, 111.
- Methodist Church, missions in Alaska, 1248, 1252; secondary schools, 1648; Episcopal Church, 293; secondary schools, 1648.
- Methods, of ascertaining average attendance, lxxvi; in use of accrediting schools, 534; of teaching the feeble-minded, 2163.
- Mexican Herald quoted, 2393.
- Mexico, chief officer of education, 2421; elementary schools and teachers, 2417; school expenditures, 2421; education in, 2393.
- Michigan, business schools, 2024; city schools, 1287-1337; city superintendents, 1156; compulsory attendance and child labor, 2349; educational periodicals, 1148; free text-books, 634; industrial schools for Indian children, 1980; institutions admitting students on certificate, 532; institutions conferring degrees, 1415; kindergartens, 2286; kindergarten associations, 2294; law relating to temperance instruction, 325; manual training in public schools, 1962, in separate institutions, 1970; provisions for dental practice, cv; provisions for medical practice, xcix; public high schools, 1767, private, 1910; public normal schools, 1614, 1624, private, 1634; teachers' training in higher seats of learning, 1607; training of kindergartners, 2304; transportation of pupils, 2362; universities and colleges, 1432, 1450, 1466.
- Middle ages, higher education in Italy, 771.
- Midshipmen, admission to Naval Academy, 1374; their practical instruction, 1384.
- Migration of college graduates, 196.
- Military Academy, admission to, 1360.
- Military drill in agricultural colleges, 1566; instruction at West Point, 1371; schools in Russia, 1146; tactics in secondary schools, 1651.
- Miller, Lewis, 1072.
- Miller, Prof. Kelley, 191.
- Milligan, George, 491, 493.
- Millinery taught in industrial schools, 1983.
- Mills, John Stuart, quoted, 920.
- Milton, John, quoted, 920.
- Mind, domains of, 730.
- Minerva, Jahrbuch der gelehrten Welt, 819.
- Mining academies, foreign, 825.
- Mining engineering, in technological schools, 1455; students of, 1349.
- Mining schools in Italy, 760.
- Ministers, median age, 2308.
- Ministry of education in Italy, functions, 742; officers, 743.
- Minnesota, business schools, 2024; city schools, 1287-1338; city superintendents, 1156; colleges for women, 1484, 1489; compulsory attendance and child labor, 2349; educational periodicals, 1148; free text-books, 635; industrial schools for Indian children, 1980; institutions admitting students on certificate, 532; institutions conferring degrees, 1415; kindergartens, 2287; kindergarten associations, 2294; law relating to temperance instruction, 326; manual training in public schools, 1962, in separate institutions, 1970; provisions for dental practice, cv; provisions for medical practice, xcix; public high schools, 1775, private, 1910; public normal schools, 1615, 1624, private, 1634; teachers' training in higher seats of learning, 1607; training of kindergartners, 2304; transportation of pupils, 2362; universities and colleges, 1434, 1450, 1468.
- Miscellaneous educational topics, 541.
- Missionaries in Alaska, 1246.
- Mississippi, business schools, 2026; city schools, 1287, 1338; city superintendents, 1156; colleges for women, 1484, 1489; compulsory attendance and child labor, 2350; higher schools for negroes, 2080; industrial schools for negroes, 2060; institutions admitting students on certificate, 532; institutions conferring degrees, 1415; law relating to temperance instruction, 326; manual training in public schools, 1962; provisions for dental practice, cv; provisions for medical practice, xcix; public high schools, 1779, private, 1912; public high schools for negroes, 2072; public normal schools, 1615, 1624, private, 1634; teachers' training in higher seats of learning, 1607; universities and colleges, 1434, 1450, 1463.
- Missouri, business schools, 2026; city schools, 1287-1338; city superintendents, 1156; colleges for women, 1484, 1489; compulsory attendance and child labor, 2350; educational periodicals, 1148; higher schools for negroes, 2080; industrial schools for negroes, 2090; institutions admitting students on certificate, 532; institutions conferring degrees, 1415; kindergartens, 2287; kindergarten associations, 2294; law relating to temperance instruction, 327; manual training in public schools, 1962, in separate institutions, 1970; provisions for dental practice, cv; provisions for medical practice, xcix; public high schools, 1781, private, 1914; public high schools for negroes, 2074; public normal schools, 1615, 1624, private, 1636; teachers' training in higher seats of learning, 1607; training of kindergartners, 2305; transportation of pupils, 2363; universities and colleges, 1434, 1451, 1468.
- Model departments of normal schools, 1586.
- Modern languages, taught in English secondary schools, 1058; versus classics, 143.
- Modern or organic idea of State, 180.
- Modesty of Franklin, 96.
- Modifications of school courses in French, 687.
- Molding metal taught, in industrial schools, 1983; in reform schools, 2108.
- Moller, Peter, 563.
- Monks, Christian, in the Middle Ages, 955.
- Montana, business schools, 2023; city schools, 1288-1339; city superintendents, 1157; compulsory attendance and child labor, 2350; free text-books, 635; industrial schools for Indian children, 1981; institutions admitting students on certificate, 532; institutions conferring degrees, 1416; kindergartens, 2287; kindergarten associations, 2294; law relating to temperance instruction, 327; manual training in public schools, 1962; provisions for dental practice, cv; provisions for medical practice, xcix; public high schools, 1789, private, 1916; public normal schools, 1615, 1624; teachers' training in higher seats of learning, 1607; university, 1434, 1451, 1468.
- Moon, Mrs. Anna R., 1233.
- Moral education, theories of, 754.
- Morality, liberty governing itself, 725; to be taught, 108; self-education in, 111.
- Moravian church missions in Alaska, 1247, 1251.
- More, Sir Thomas, 503.
- Moritz, Philipp, 1670.
- Moros, education of the, 2232.
- Morrison, Miss Alice F., 2181.
- Mortality, of negroes in cities, 191; of school children, 513.
- Moses, Bernard, 2225.
- Motor defects, child study, 1109.
- Mou Lien, professor in Canton, China, 866.
- Movement, psychical, reflex, voluntary, habitual, 720.
- Movements, educational, in China, 865.
- Mowry, Wm. A., 541.
- Municipal aid to public high schools, 1664; to private high schools, 1677.
- Municipal support of schools in the Philippines, 2236.
- Münsterberg, Hugo, 577.
- Murdoch, Dr. J. M., 2178.

Music, in colleges for women, 1482; instruction, periodicals devoted to, 1150; teachers in schools for defective children, 2116; supervisors, salaries, 2379.

N.

Narcotics and their effects, 315.

Natal, chief officer of education, 2421; elementary schools and teachers, 2417; school expenditures, 2421.

Nation, a. of politicians, 160.

National Bureau of Education, from Barnard's Journal, 911.

National Educational Association, 2143; proceedings, 906.

National idea, the, of Franklin, 151.

National school, new, in Germany, 866.

National Superintendents' Association, 903.

Nationalities, synthesis in process between, 954.

Native Americans, illiteracy, 789.

Nativity and race classification, LXVIII.

Nativity of reform-school pupils, 2099.

Nature and effects of alcoholic drinks, 817.

Nature study in Cook County Normal School, 255.

Nautical school in Manila, 2244.

Nautical schools in Italy, 755.

Naval Academy, regulation for admission, 1374.

Naval schools in Russia, 1146.

Navigation taught to midshipmen, 1284.

Nebraska, business schools, 2028; city schools, 1288, 1339; city superintendents, 1157; compulsory attendance and child labor, 2350; educational periodicals, 1148; free text-books, 636; industrial schools for Indian children, 1981; institutions admitting students on certificate, 532; institutions conferring degrees, 1416; kindergartens, 2287; kindergarten association, 2294; law relating to temperance instruction, 328; manual training in public schools, 1962; provisions for dental practice, CVI; provisions for medical practice, XCIX; public high schools, 1790, private, 1916; public normal schools, 1615, 1624, private, 1636; teachers' training in higher seats of learning, 1608; training of kindergartners, 2305; transportation of pupils, 2363; universities and colleges, 1434, 1451, 1463.

Necessity of college training for negroes, 219.

Neurology for 1899, 1900, and 1901, American, 339; foreign, 408, XXVI.

Need, for endowed academies, 656; negro's, of incentive, 226.

Negro, college graduates, migration of, 196; editors, 228; graduates from white colleges, number, 192; their birthplace, 195; graduates in professions, 207; graduates of a typical college, 205; graduates who never changed occupation, 204; higher education of the, 224; his future, 210; males of voting age, illiteracy, 812; ownership of property, 210; physicians, 228; population, large, in 200 communities, 817; public schools, 227; race, self-regeneration of the, 228; teachers, their work, 207; the college-bred, XX, 191; the exceptional, and the masses, 227; women graduates, 196.

Negroes, many classes of, 224; religious work of, 227; their social and physical condition, 191.

Negro's need of incentive, 226.

Netherlands, chief officer of education, 2419; elementary schools and teachers, 2416; school expenditures, 2419; illiteracy, 2313; list of universities, 833; teachers' pensions, 2370.

Netolitzky, August, 509.

Neuenburg, Switzerland, commercial school, 844.

Neuer, Charles, 865.

Nevada, city superintendents, 1157; compulsory attendance and child labor, 2350; industrial school for Indian children, 1981; institutions conferring degrees, 1416; law relating to temperance instruction, 328; provisions for dental practice, CVII; provisions for medical practice, XCIX; public

high schools, 1792; teachers' training in higher seats of learning, 1608; university, 1434, 1451, 1463; university admitting students on certificate, 532.

New Brunswick, chief officer of education, 2421; elementary schools and teachers, 2417; school expenditures, 2421; classes of schools, 451; public school system, 451; school income, 451; school authorities, 451; school statistics, 454; training of teachers, 452.

Newfoundland, chief officer of education, 2421; elementary schools and teachers, 2417; school expenditures, 2421; educational system, 461.

New Hampshire, business schools, 2028; city schools, 1288-1339; city superintendents, 1157; compulsory attendance and child labor, 2350; educational periodicals, 1148; free text-books, 636; institutions admitting students on certificate, 532; institutions conferring degrees, 1416; law relating to temperance instruction, 328; manual training in public schools, 1962; provisions for dental practice, CVII; provisions for medical practice, XCIX; public high schools, 1790, private, 1916; public normal schools, 1615, 1624; teachers' training in higher seats of learning, 1608; training of kindergartners, 2305; transportation of pupils, 2364; universities and colleges, 1434, 1452, 1470.

New Jersey, business schools, 2028; city schools, 1288-1340; city superintendents, 1157; colleges admitting students on certificate, 532; compulsory attendance and child labor, 2350; educational periodicals, 1148; free text-books, 636; higher schools for negroes, 2080; industrial schools for negroes, 2060; institutions conferring degrees, 1416; kindergartens, 2287; kindergarten association, 2294; law relating to temperance instruction, 328; manual training in public schools, 1632, in separate institutions, 1970; provisions for dental practice, CVII; provisions for medical practice, XCIX; public high schools, 1803, private, 1918; public normal schools, 1615, 1624; teachers' training in higher seats of learning, 1608; teachers' pensions, 2372; training of kindergartners, 2305; transportation of pupils, 2364; universities and colleges, 1436, 1452, 1470.

New Mexico, city superintendents, 1157; compulsory attendance and child labor, 2350; industrial school for Indian children, 1981; institutions admitting students on certificate, 532; institutions conferring degrees, 1416; kindergartens, 2288; law relating to temperance instruction, 328; provisions for dental practice, CVII; provisions for medical practice, C; public high schools, 1803, private, 1922; public normal schools, 1615, 1626; teachers' training in higher seats of learning, 1608; university, 1436, 1452, 1470.

New Orleans Times-Democrat, quoted, 2405.

New South Wales, chief officer of education, 2422; elementary schools and teachers, 2418; school expenditures, 2422.

Newspapers in Japan, 2401.

New Testament only to be read in schools, 2412.

New York, business schools, 2028; city schools, 1289-1340; city superintendents, 1157; colleges for women, 1480, 1484, 1489; compulsory attendance and child labor, 2350; educational periodicals, 1148; free text-books, 636; institutions admitting students on certificate, 532; institutions conferring degrees, 1416; kindergartens, 2288; kindergarten associations, 2295; law relating to temperance instruction, 329; manual training in public schools, 1962, in separate institutions, 1970; pensions paid to teachers, 2373; provisions for dental practice, CVII; provisions for medical practice, C; public high schools, 1803, private, 1922; public normal schools, 1615, 1624, private, 1636; teachers' training in higher seats of learning, 1608; training of kindergartners, 2305; transportation of pupils, 2365; universities and colleges, 1436, 1452, 1470.

New York City, special classes for feeble-minded, 2196.

- New Zealand, chief officer of education, 2422; elementary schools and teachers, 2418; school expenditures, 2422.
- Nicaragua, chief officer of education, 2421; elementary schools and teachers, 2417; school expenditures, 2421.
- Night schools in Ontario, 431; in the Philippines, 2234, 2235.
- Nonsectarian private academies and high schools, 1648, 1679.
- Normal courses in colored high schools, 2066.
- Normal departments in normal schools, 1585.
- Normal school at Manila, 2243.
- Normal school, education, periodicals devoted to, 1130; students in the Philippines, 2230; teachers, salaries, 2382.
- Normal school standard, raising of the, 648.
- Normal schools, emergency, Philippines, 2247; having business courses, 2003; principals of, 1170; in Iowa, temperance instruction, 321; in Italy, 749; in Ontario, 434; in Porto Rico, 1200, 1212; report on drawing, 642; statistics, public, 1581; private, 1583.
- Normal students, for four years, 1581; in universities and colleges, 1602.
- Norms in child study, establishment of, 1096.
- North Carolina, business schools, 2030; city schools, 1290-1341; city superintendents, 1158; colleges for women, 1485, 1489; compulsory attendance and child labor, 2350; educational periodicals, 1148; higher schools for negroes, 2082; industrial schools for negroes, 2090; industrial schools for Indian children, 1981; institutions admitting students on certificate, 533; institutions conferring degrees, 1417; kindergartens, 2288; kindergarten associations, 2296; law relating to temperance instruction, 331; manual training in public schools, 1932, in separate institutions, 1972; provisions for dental practice, CVIII; provisions for medical practice, C; public high schools, 1815, private, 1931; public high school for negroes, 2074; public normal schools, 1616, 1626, private, 1636; teachers' training in higher seats of learning, 1608; training of kindergartners, 2307; transportation of pupils, 2364; universities and colleges, 1433, 1453, 1470.
- North Central Association of Colleges, 539.
- North Dakota, business schools, 2030; city schools, 1290-1341; city superintendents, 1158; compulsory attendance and child labor, 2351; kindergarten associations, 2296; industrial schools for Indian children, 1981; institutions admitting students on certificate, 533; institutions conferring degrees, 1417; transportation of pupils, 2363; law relating to temperance instruction, 332; manual training in State schools, 1972; provisions for dental practice, CVIII; provisions for medical practice, C; public high schools, 1816, private, 1934; public normal schools, 1616, 1626; teachers' training in higher seats of learning, 1608; universities and colleges, 1436, 1453, 1470.
- Northrop, Cyrus, 588.
- Northwest Territory, Canada, chief officer of education, 2421; elementary schools and teachers, 2417; school expenditures, 2421; public school system, 459.
- Norway, chief officer of education, 2419; elementary schools and teachers, 2416; school expenditures, 2419; medical inspection of schools, 519; teachers' pensions, 2370.
- Norwegian Evangelical Lutheran Church mission in Alaska, 1248.
- Notes by superintendent of instruction in Pennsylvania, 334.
- Nova Scotia, chief officer of education, 2421; elementary schools and teachers, 2417; school expenditures, 2421; classes of schools, 449; receipts for school purposes, 451; school authorities, 446; school statistics, 450; public school system, 446; qualification of teachers, 449.
- Nulato reindeer station, 1260.
- Number of persons receiving education in the United States, XVIII.
- Nurse pupils, number of graduates, 2044; training of colored students, 2068.
- Nurses, schools for, statistics, 2043; trained, in Germany, 2043.
- Nursing taught in reform schools, 2110.
- Nurture, ideal of, the kindergarten, 594.

O.

- Oberlin College, ages of graduates, 2200.
- Objections to free text-books, 632.
- Observation in education, value of, 97.
- Observations, Franklin's, on his readings, 108.
- Occupations of negro college graduates, 202.
- Office, of Commissioner of Education, establishment, 901; of professors, tenure of, 662.
- Officers, executive, of business schools, 2014; of reform schools, 2100; of schools for the blind, 2119; of schools for the deaf, 2126; of schools for the feeble-minded, 2134; of Oxford University, 988.
- Officers acting under the minister of education in Italy, 743.
- Officials in Swiss commercial schools, 854.
- Ohio, business schools, 2030; city schools, 1290-1341; city superintendents, 1158; colleges for women, 1485, 1490; compulsory attendance and child labor, 2351; educational periodicals, 1148; higher schools for negroes, 2082; industrial school for negroes, 2092; institution for feeble-minded youth, 2183; institutions admitting students on certificate, 532; institutions conferring degrees, 1417; kindergartens, 2288; kindergarten associations, 2297; law relating to temperance instruction, 332; manual training in public schools, 1963, in separate institutions, 1972; provisions for dental practice, CVIII; provisions for medical practice, C; public high schools, 1817, private, 1934; public high schools for negroes, 2074; public normal schools, 1616, 1626, private, 1636; teachers' training in higher seats of learning, 1608; training of kindergartners, 2307; transportation of pupils, 2366; universities and colleges, 1436, 1453, 1472.
- Oklahoma, business schools, 2032; city schools, 1290-1329; city superintendents, 1159; educational periodicals, 1148; higher schools for negroes, 2082; industrial schools for negroes, 2082; industrial schools for Indian children, 1981; institutions admitting students on certificate, 533; institutions conferring degrees, 1417; kindergartens, 2289; kindergarten associations, 2297; law relating to temperance instruction, 333; manual training in public schools, 1963; provisions for dental practice, CVIII; provisions for medical practice, C; public high schools, 1833, private, 1933; public high school for negroes, 2074; public normal schools, 1617, 1626; teachers' training in higher seats of learning, 1609; university, 1438, 1454, 1472.
- Oldenburg, commercial education, 879.
- Oldrini, Alexander, 741, 767.
- Old Testament only to be read in schools, 2412.
- Ontario, Catholic separate schools, 431; chief officer of education, 2421; elementary schools and teachers, 2417; school expenditures, 2421; county model schools, 433; educational system, 427; high schools, 432; higher education, 438; industrial and technical education, 435; kindergartens in, 431; mechanics and art schools, 437; night schools, 431; normal schools, 434; public schools, 430; schools for special classes, 436; training of teachers, 433.
- Opinions of instructors on correspondence instruction, 1084.
- Opportunity, individual, of the negro, 225.
- Opposition, to education in Porto Rico, 1206; to Greek at Oxford, 979.
- Optimism of Franklin, 160.
- Oral method in schools for the deaf, 2123.
- Order of business in Franklin's Junta, 102.
- Ordinance taught to midshipmen, 1384.
- Oregon, business schools, 2032; city schools, 1290-1343; city superintendents, 1159; compulsory attendance and child labor, 2351; institutions admitting students on certificate, 533; institutions conferring degrees, 1417; kindergartens, 2289; kindergarten associations, 2297; law relating to temperance

- instruction, 333; provisions for dental practice, CVIII; provisions for medical practice, C; public high schools, 1839, private, 1938; public normal schools, 1617, 1626; teachers' training in higher seats of learning, 1609; training of kindergartners, 2307; universities and colleges, 1438, 1454, 1472.
- Organic or modern idea of State, 188.
- Organization, and courses of secondary schools of Norwich, 1555; and supervision of schools, students of, 1583; of public education in Italy, 742; of Swiss supplementary schools, 845.
- Oriental Institute at Vladivostok, 884.
- Oriental languages, schools for, 823.
- Origin, of commercial schools in Switzerland, 839; of supplementary schools, 841; of Franklin's ideas, 110; of the seal of the United States, 122.
- Orphans, education of, 113.
- Ownership, of property, negro, 210; of reindeer, 1261.
- Oxford, ancient and mediæval, 960; colleges, 974; examinations in the Middle Ages, degrees and studies, 967; in the modern era, 978; mediæval progress, 976; studies in, 1267, 965; University and the Rhodes scholarships, 947, L; university extension lectures, 994; history, 995; University of, growth of independence, 972.
- Oxford and Cambridge, their function, 953.
- P.**
- Painting taught, in agricultural colleges, 1568; in colored schools, 2069; in reform schools, 2106.
- Pajoman, Charles W., 1231.
- Paisgrave, John, 486.
- Paraguay, chief officer of education, 2421; elementary schools and teachers, 2417; school expenditures, 2421.
- Paris, enrollment in schools, 684.
- Parker, Francis Wayland, biography, 231-284, XXI; on work in the Cook County Normal School, 248; tribute to, 647.
- Parker and the Quincy School, 245.
- Parker's work for education, 231.
- Parkin, George, 958.
- Pattern making in agricultural colleges, 1568; in industrial schools, 1983.
- Patton, President F. L., 623.
- Paving taught in reform schools, 2112.
- Pay of cadets at West Point, 1371.
- Peculiarities, individual, too much adjusted, 576.
- Pedagogics of the will, rules for the, 734.
- Pedagogy, in colleges for women, 1482; in technological schools, 1495; practical number of students, 1583, 1594.
- Penalty for violation of temperance instruction law, 317.
- Penmanship supervisors, salaries, 2379.
- Pennsylvania, assembly receives Franklin, 156; business schools, 2034; city schools, 1291-1344; city superintendents, 1159; colleges for women, 1480, 1485, 1490; compulsory attendance and child labor, 2351; educational periodicals, 1149; free text-books, 637; higher schools for negroes, 2082; industrial schools for Indian children, 1981; industrial schools for negroes, 2092; institutions admitting students on certificate, 533; institutions conferring degrees, 1418; kindergartens, 2289; kindergarten associations, 2237; law relating to temperance instruction, 353; manual training in public schools, 1963, in separate institutions, 1972; proposals relating to education in, 182; provisions for dental practice, CVIII; provisions for medical practice, C; public high schools, 1840, private, 1938; public high schools for negroes, 2074; public normal schools, 1617, 1628, private, 1636; State College, correspondence courses, 1030; teachers' training in higher seats of learning, 1609; training of kindergartners, 2307; transportation of pupils, 2366; universities and colleges, 1438, 1454, 1472.
- Pension fund for teachers in Italy, 750.
- Pensions paid, to elementary teachers in Germany, 2370; to secondary teachers, 2372.
- People, the, of the Philippines, 2225.
- Percentage of sick among school children, 514.
- Perfection, moral, of Franklin, 106.
- Periodicals, educational, list of, arranged by States, 1147; arranged by subjects, 1149.
- Permanency of tenure of school physicians, 530.
- Personnel of reindeer stations, 1257; of schools in Alaska, 1237.
- Peru, chief officer of education, 2421; elementary schools and teachers, 2417; school expenditures, 2421.
- Peters, Richard, 190.
- Pharmaceutical schools, statistics, 1499, 1515.
- Pharmacy, apprentice, 1505; colored students of, 2038.
- Philadelphia, Franklin's bequest to, 135; library founded by Franklin, 105; public academy, 185; special classes for feeble-minded, 2195.
- Philbrick, John D., 907.
- Philippines, administrative changes, 2225; agricultural and industrial, 2235; instruction, 2252; American teachers, 2226; Filipino teachers, 2227; education in the, 2219; present condition, 2224; industrial education, 2232; language of the schools, 2231; local school boards, 2263; local self-help in educational affairs, 2233; night schools, 2253; normal, nautical, trade schools, 2243; normal school students, 2230; provincial school boards, 2239; provincial schools, 2249; report of Superintendent Atkinson, 2236; school buildings, 2266; school finances, insular, 2266; municipal, 2267; school supplies, 2265; superintendents of schools, 2261; support of the schools, 2236; teaching force, 2241; the people of, 2225, 2238; under Spanish rules, 2219; present condition, 2224.
- Philosophy and mathematics in secondary schools of France, 693.
- Philosophy, experimental, 151.
- Physical defects of school children, 2151.
- Physical education, in Italy, 751; periodicals devoted to, 1150.
- Physicians alone competent for medical inspection of schools, 511.
- Physics, at Harvard, 935; students of, in high schools, 1644, 1646, 1654.
- Physics and chemistry taught to midshipmen, 1384.
- Physiocrats of the eighteenth century, 147.
- Physiological school for children of arrested mental development, 2188.
- Physiology and hygiene, in public schools of New York, 329; instruction in, 315; examination at West Point, 1370; periodicals devoted to, 1150; students of, in high schools, 1644, 1646, 1656.
- Pillsbury, Louis D., 565.
- Pinsent, Mrs. Ellen F., 2191.
- Plan for an English school, Franklin's, 104.
- Plane geometry, examination at West Point, 1367.
- Plastering taught, in colored schools, 2069; in industrial schools, 1992.
- Plato's definition of education, 179.
- Play, love of fair, 953.
- Plumbing taught, in industrial schools, 1984; in Manila trade school, 2247; in reform schools, 2109.
- Pennsted, William, 190.
- Point Barrow, reindeer station, 1253.
- Polytechnica, German, foreign students, 2375.
- Polytechnical institutes, foreign, 824.
- Popular Science Monthly, quoted, 2199.
- Population and school enrollment in France, 673.
- Population, by race elements, distribution, 799; in America, 142; of England and Wales under school boards, 1005; of the Dominion of Canada, 425; of the United States, 1282; voting, in the United States, illiteracy of, 789.
- Porto Rican children, 1209; students in the United States, 1198.
- Porto Rico, education in, 1177.
- Portugal, chief officer of education, 2420; elementary schools and teachers, 2416; school expenditures, 2420; illiteracy, 2313.

- Poultry raising taught in industrial schools, 1986.
- Power of adjustment in a nation, 159.
- Practical value of higher education of the negro, 224.
- Practice, of dentistry, provisions for, *III*; of medicine, legal provisions, *xcvii*; of the art of democracy, 118.
- Practice not theory, Franklin's idea, 114.
- Pratt, Col. R. H., 1240.
- Prayers in the schools, 2412.
- Precocity and dullness, concomitants, 1106.
- Preparatory schools in England, time taken, 1056.
- Presbyterian Church, and the schooling of the freedmen, 300; missions in Alaska, 1246, 1248; secondary schools, 1648.
- Presidents, of agricultural colleges, 1560; of colleges, list of, 1162; of technological schools, list of, 1169; of schools of dentistry, 1540; of schools of pharmacy, 1544; of schools of law, 1524; of schools of medicine, 1530; of schools of theology, 1517; of veterinary schools, 1548.
- Priestley and Franklin, 122.
- Primary education in France, 973.
- Primary schools in Italy, 746.
- Primary school-teachers, salaries, 2332.
- Prince Edward Island, chief officer of education, 2421; elementary schools and teachers, 2417; school expenditures, 2421; public school system, 459; school statistics, 459.
- Principals, of business schools, 2014; of industrial schools for Indian children, 1980; of manual training schools, 1968; of normal schools, list of, 1170; of private high schools, 1880; of public, 1696; of schools for nurses, 2048; of schools for the blind, 2119; of schools for the deaf, 2126; of schools for the feeble-minded, 2134; of Swiss commercial schools, 854.
- Principles of good breeding, 452.
- Printing taught, in agricultural colleges, 1568; in colored schools, 2009; in industrial schools, 1985; in reform schools, 2106.
- Private, high schools, 1641; normal schools, 1583, 1641; schools for the deaf, 2125; schools for the feeble-minded, 2133; schools in Russia, 869.
- Prizes for the successful in Franklin's school, 112.
- Proceedings of the National Teachers' Association, 905, 2209.
- Professional and allied schools, 1500.
- Professional courses in higher institutions in Italy, 761.
- Professional schools, condition of admission, *LXIV*, 660; admission to, 170; in Italy, 754; statistics, 1499.
- Professional status of French teachers, 710.
- Professional students in colored institutions, 2068.
- Professions of negro graduates, 207.
- Professors, in Italian universities, 785; tenure of office, 662.
- Professors and instructors, in colleges for women, 1480, 1482; in universities and colleges, 1391.
- Professors and students, in agricultural colleges, 1552, 1563; in colleges for women, 1401, 1403; in dental schools, 1514, 1531; in law schools, 1519, 1525; in medical schools 1512, 1531; in technological schools, 1407, 1493; in theological schools, 1509, 1517; in veterinary schools, 1549; of pharmacy, 1515, 1545.
- Professorship of railroads in Germany, 872.
- Programme, of bicentennial celebration at Yale, 582; of secondary instruction in France, 691; of the Florence philological club, 763; of summer meeting at Oxford, 997; of typical secondary schools, 1053.
- Progress, educational, methods of, 531; educational, of the year, 647; of high schools, relative, 1643; of public education in Italy, 741.
- Property, of agricultural colleges, 1552, 1570; of institutions for higher education, 1351, 1399, 1402, 1410.
- Prophecy concerning the English language, 162.
- Proportion, of illiterate negroes, 796; of men of voting age unable to read and write, 790.
- Proposals relative to the education of youth in Pennsylvania, 113, 182.
- Pros and cons in education, 116.
- Protestant Episcopal Church, 302.
- Providence, special classes for feeble minded, 2192.
- Provincial schools in the Philippines, 2349; support of schools in the Philippines, 2236.
- Provisions, governing the practice of dentistry, *cii*; governing the practice of medicine; *xcvii*; legal, for temperance instruction, 2387; legal, relating to superintendents, 550; statutory, relating to compulsory attendance and child labor, 2348.
- Prudden, T. Mitchell, 1508.
- Prussia, chief officer of education, 2418; elementary schools and teachers, 2415; school expenditures, 2418; commercial education, 874; scientific council of, 512.
- Psychology, errors in former, 721; periodicals devoted to, 1150; reveals the will under two aspects, 735; shows the will in different stages, 736; students of, in high schools, 1644, 1646, 1656; students of, in higher institutions, 1583, 1593; it teaches that will is no special faculty, 754.
- Public academy in Philadelphia, constitutions of, 185.
- Public and private high schools, *XVII*.
- Public day schools for the deaf, 2125.
- Public education in Italy, 741.
- Public education versus self-education, 165.
- Public high schools, statistics, 1641; teaching commercial geography, 2011; in Porto Rico, 1226.
- Public lands donated by act of Congress, 1.
- Public normal schools, 1582, 1641.
- Public opinion educated by Franklin, 120.
- Public school, first American, 541.
- Public school system, of British Columbia, 457; of Manitoba, 454; in New Brunswick, 451; of Northwest Territory, Canada, 459; of Nova Scotia, 446; of Prince Edward Island, 459; of Quebec, 438.
- Public schools, for the feeble-minded, 2133; in Alaska, enrollment and attendance, 1236; in Alaska, historical table, 1234; in Porto Rico, 1222; in the Philippines under Spanish rule, 2219; present condition, 2224; religious exercises, 2412; temperance instruction, 315, 2386; English, programmes, 1054; for negroes, 227; in Canada, 426; in Ontario, 430; of New York, physiology and hygiene, 329.
- Publication of books in Japan, 2401.
- Pupils and students in public and private schools and colleges, *XIV*.
- Pupils, defective at different ages, 2149; in kindergartens, number, 2237; in reform schools, number, 2098; in schools for the defective classes, 2117; white and colored in the 16 slave States, 2064; with dull hearing, 1113.
- Puritans of Massachusetts Bay, 542.
- Purpose, of commercial schools, 842; of medical inspection of schools, 513; utilitarian, of Franklin, 139.
- Pyrography taught in industrial schools, 1984.

Q.

- Qualifications, educational, for the franchise, 177; of a superintendent, 534; of teachers in Quebec, 442.
- Quarrying taught in reform schools, 2109.
- Quebec, chief officer of education, 2421; elementary schools and teachers, 2417; school expenditures, 2421; classification of schools, 441; educational movement, 444; public school system, 438; school authorities, 440; sources of income of schools, 443; training of teachers, 442.
- Queensland, chief officer of education, 2422; elementary schools and teachers, 2418; school expenditures, 2422.
- Questions, for debate in Cotton Mather's societies, 101; for debate in the Junto, 106; submitted to drawing teachers, 642.
- Quincy method, address by F. W. Parker, 237.
- Quincy movement, anniversary of the, 237, 242.

R.

- Race elements of the population, 789.
 Race of reform school pupils, 2069.
 Raising normal school standard, 648.
 Rashdall, the historian, quoted, 977.
 Rawson, Edward, 547.
 Read, Daniel, 907.
 Reading, as a study, value of, 101; circles at Oxford, 906; examination at Naval Academy, 1376; examination at West Point, 1365.
 Real estate of negroes, assessed value, 210.
 Receipts and expenditures for schools in Manitoba, 457.
 Receipts for school purposes in Nova Scotia, 451; of kindergartens, 2278.
 Reflex or instinctive movement, 726.
 Reform of higher education in Italy, 774.
 Reform schools, statistics, 2097.
 Refraction of the eyes of pupils, estimated, 2150.
 Registration in correspondence school in Chicago, 1084.
 Regulations, for medical inspection of schools, 518; of correspondence school, Chicago, 1082; relating to corporal punishment, 2385.
 Regulations for admission, to Italian art galleries, 864; to the Naval Academy, 1374; to the Military Academy, 1364.
 Reindeer, fund, 1264; herds loaned by Government, 1263; inspection of, 1260; introduction into Alaska, 1257; mail route, 1266; ownership, 1261; purchase of, 1260; transportation, 1265.
 Relation, of Yale to the country's development, 588; to the public service, 583.
 Relations of superintendent to school committee, 558.
 Religious and ethical education, periodicals devoted to, 1150.
 Religious, control in colleges for women, 1480, 1482; exercises in the public schools, 2412; work of negroes, 227.
 Remsen, President Ira, 615.
 Repetition, child study, 1134.
 Replies, from college presidents regarding necessity for higher education for negroes, 219; from representative negroes regarding necessity for higher education, 210.
 Report, of committee on statistics of defective sight and hearing of children, 2143; of disbursing officer in Porto Rico, 1204; of Dr. David F. Lincoln, 2157; of Dr. James C. Carson, 2172; of Dr. Martin W. Barr, 2175; of Dr. Walter E. Fernald, 2165; of medical inspector of schools, 2153; of Supt. Fred W. Atkinson, 2236; of teachers' tests of vision and hearing, 2149; on drawing in western normal schools, 642; on school statistics, 2209.
 Reports, consular, on education, 857; of school supervisors in Porto Rico, 1206.
 Requirements, at Oxford in 1431, 965; for admission to agricultural colleges, 1555; to Columbia, 940; to Harvard, 930; details, 934; for practice of dentistry, synopsis, 1504, CXI; of medicine, C.
 Research attempted where drill is needed, 575.
 Resolutions of National Teachers' Association, 908.
 Results of the work of education in the Philippines, 2236.
 Revenue cutters aiding the introduction of reindeer, 1267.
 Review, historical, of commercial education, 838.
 Rhetoric, students of, in high schools, 1644, 1646, 1656.
 Rhode Island, Brown University, 1440, 1455, 1454; business schools, 2036; city schools, 1291-1344; city superintendents, 1160; compulsory attendance and child labor, 2351; free text-books, 638; institutions admitting students on certificate, 533; institutions conferring degrees, 1418; kindergartens, 2280; kindergarten associations, 2298; law relating to temperance instruction, 334; manual training in public schools, 1963, in separate institutions, 1972; provisions for dental practice, CIX; provision for medical practice, C; public high schools, 1851, private, 1944; public normal schools, 1617, 1628; teachers' training in higher seats of learning, 1609; training of kindergartners, 2308; transportation of pupils, 2367.
 Rhodes, Cecil, 949.
 Rhodes scholarships, 664, 949; and Oxford University, L.
 Richards, Dr. James B., 2158.
 Richards, Z., 908.
 Rickoff, A. J., 909.
 Right to legislate on educational matters in Canada, 423.
 Right-handedness, 1108.
 Riordan, Rev. Patrick Wm., 567.
 Robertson, Miss Anna, 1233.
 Robinson, John, 476, 478.
 Rock, Mrs. F. H., 1230.
 Rockefeller Institute for Medical Research, 1506.
 Rognon, Orville J., 1229.
 Roman Catholic, academies, 1648; church missions in Alaska, 1247, 1250.
 Rome, early education in, 767.
 Roosevelt, President Theodore, 631.
 Roumania, chief officer of education, 2420; elementary schools and teachers, 2416; school expenditures, 2420; illiteracy, 2313; medical inspection of schools, 520.
 Rousseau, theory of moral education, 734.
 Rugby School, course of study, 1059.
 Rules governing the board of college entrance certificate, 527.
 Rural school libraries, 579.
 Rural schools, agriculture in, 650; in Porto Rico, 1185.
 Russell, Bishop John, 964.
 Russia, admission to technical schools, 868; agricultural education, 1143; art schools, 1142; commercial schools, 1142; chief officer of education, 2420; elementary schools and teachers, 2416; school expenditures, 2420; education in, 1139; elementary education, 1143; higher education, 1145; illiteracy, 2313; list of universities, 834; medical inspection of schools, 520; military and naval schools, 1146; private schools, 869; secondary education, 1145; special and technical schools, 1139; theological schools, 1146.
 Russian orthodox church missions in Alaska, 1246, 1248.

S.

- Sacred songs in public schools, 2412.
 Salaries, of officers and supervisors in cities, 2379; of principals of schools, 2382; of teachers and superintendents, LXXXVII; of teachers in cities, 2382, 2384; in England, 717, 1010; in France, 716; in the Philippines, 2364; in United States, 717.
 Salvador, chief officer of education, 2421; elementary schools and teachers, 2417; school expenditures, 2421.
 Sanitary engineering, in technological schools, 1495; students of, 1349.
 Sanitary inspection of schools, 521.
 San Juan, Porto Rico, high school, 1214.
 Satires, political, of Franklin, 150.
 Saxe-Coburg-Gotha, commercial education, 880.
 Saxe-Weimar, commercial education, 879.
 Saxmann, Mrs. M. A., 1232.
 Saxony, chief officer of education, 2419; elementary schools and teachers, 2415; school expenditures, 2419; commercial education, 878; medical inspection of schools, 518.
 Scheme of education, a universal, 114.
 Scholarships, in higher seats of learning, 1460; in Swiss commercial schools, 853; in technological schools, 1496; Rhodes, 664, 949.
 Scholasticism in Paris and Oxford, 977.
 School administration, local, in England, 1026; periodical devoted to, 1150.
 School ages in the several States, LXIX.
 School attendance, compulsory, in the Philippines, 2234; in Massachusetts, 324.

- School authorities, in England, 1006; in New Brunswick, 451; in Nova Scotia, 446; in Ontario, 428; in Quebec, 440.
- School boards, in England, status in 1900, 1005; local, municipal, in the Philippines, 2268; provincial, 2269.
- School buildings, in Italy, hygienic condition, 743; in Porto Rico, 1207; in the Philippines, 2236.
- School buildings and equipment in Porto Rico, 1181.
- School children, mortality, 513; percentage of sick, 514.
- School committees, local, in Alaska, 1238; relation to superintendent, 558.
- School conveyance contract, blank, 2359.
- School desks, Director Smedley quoted, 1115.
- School discipline, number of students, 1593.
- School enrollment and attendance in France, 674.
- School expenditures in the United States, progress, LXXXV; classified, LXXXVII; per capita of population, XC; per pupil, LXXXVIII.
- School, for gentlemen, 952; finances in the Philippines, 2266; funds, permanent, XCII; furniture, child study, 1115; hygiene, students of, 1583, 1593; lands, XCII; laws in Porto Rico, 1202; number of students of, 1583, 1594; libraries, rural, 579; life and hearing, 2148; management, number of students, 1593; revenues from taxation, LXXXIII; of Business at Chautauqua, 1076; of Languages at Chautauqua, 1073; of Theology at Chautauqua, 1074; organization and supervision, number of students, 1592; physicians, permanency of tenure, 520, duties of, 522, should they treat sick children? 525; population of the United States, LXVII, 1332; programme of Franklin, 112; property in cities, 1274; revenues compared with population, LXXXIV; in the Philippines, 2267; statistics, 2210; standing of percentile groups of children in Chicago, 1129.
- School statistics, of British Columbia, 457; of Manitoba, 456; of New Brunswick, 454; of Nova Scotia, 450; of Prince Edward Island, 459; of Quebec, 444; report on, 2209; items of, 2210.
- School superintendents, memorial, 916.
- School supervision, 556; in Porto Rico, 1192.
- School supervisors in Porto Rico, reports of, 1205.
- School supplies in the Philippines, 2265.
- School term, ascertaining it, LXXVI; length of, in Alaska, 1234.
- Schooling, average amount per inhabitant, XVIII; of the freedmen and the Presbyterian Church, 300.
- Schools, and libraries in Japan, 2400; centralization of, 650; commercial in Switzerland, 837; for nurses, statistics, 2043; for oriental languages, 823; for special classes in Ontario, 436; for the defective classes, 2115; for the feeble-minded at Waltham, 2165; in France, agencies complementary, 679; in the Philippines, 2239; provincial, 2229; medical inspection abroad, 509; new, wanted in Alaska, 1245; of dentistry, statistics, 1514; of law, statistics, 1510; of medicine, statistics, 1512; of pharmacy, statistics, 1515; of technology, presidents of, 1169, 1492; of technology, undergraduate and graduate students, 1386; of theology, statistics, 1509; of veterinary medicine, 1548; scientific, anticipated by Franklin, 104.
- Schurmann, president of Cornell, 946.
- Schweizerische Lehrerzeitung, 837.
- Science and art education in England, 1046.
- Science courses, in colleges for women, 1480; in technological courses, 1494; students of, 1349.
- Science, the handmaid of religion, 610.
- Scientific apparatus in higher seats of learning, 1460.
- Scientific courses, in colored high schools, 2065; in high schools, 1644; in high schools, students in, 1651.
- Scotland, attendance at universities, 1063; Carnegie trust, 1067; chief officer of education, 2410; elementary schools and teachers, 2416; school expenditures, 2419; educational statistics, 1002; illiteracy, 2313; list of universities, 834; programmes of public schools, 1061; state of secondary education, 1048; technical education, 1052.
- Scott, Miss Alice B., 2186.
- Scroggs, L. M., 1230.
- Seal of the United States, 122.
- Secondary classical schools in Italy, 756.
- Secondary education, in France, 685; in England, programme of a typical school, 1959; in Great Britain, 1041; in Scotland and Ireland, 1048; scope of, in Great Britain and Ireland, 1053; in Russia, 1145; periodicals devoted to, 1150; in the Philippines, 2229.
- Secondary schools, certificates of, 527; curriculum of, 651; elective work, 653; for the colored race, 2085; statistics, 1641; typical, 1053.
- Secondary students, and per cent of population, XVI; in every 1,000 inhabitants, 1694; preparing for college, 1651.
- Secret of life, Franklin's, 140.
- Seigmiller, Wilhelmina, 645.
- Segun, Edouard, 2188.
- Seguin physiological school, 2188.
- Self-adjustment, Franklin's, 91.
- Self-control, the characteristic of will, 738.
- Self-culture is self-enfranchisement, 175.
- Self-education, in morality, 111; versus public education, 165.
- Self-help, local, in educational affairs, 2233.
- Self-improvement, Franklin's, 135.
- Self-regeneration of the negro race, 225.
- Seminaries teaching bookkeeping, 2012.
- Sense memories, combined, 1134; separation of, 1132.
- Sensibility and motility forms of irritability, 727.
- Sensory defects, bearing of, 1133.
- Separation of sense memories, 1132.
- Servia, chief officer of education, 2420; elementary schools and teachers, 2416; school expenditures, 2420; illiteracy, 2313; medical inspection of schools, 520.
- Service, public, relation of Yale to, 583.
- Sewing, in agricultural colleges, 1568; in industrial schools, 1983; in colored schools, 2069; in reform schools, 2106; supervisors' salaries, 2379.
- Sexes, coeducation of the, 2388.
- Seymour, Horatio, 565.
- Sheardown, Margaret, 644.
- Sheet-metal work taught in colored schools, 2969; in industrial schools, 1984; in reform schools, 2107.
- Shepard, Edward, 2406.
- Shipbuilding, experiments in, Franklin's, 109; taught in industrial schools, 1988.
- Shippen, William, 190.
- Shoemaking taught in colored schools, 2069; in reform schools, 2106.
- Shortening the college course, 661.
- Siberia, educational notes, 881.
- Sign and house painting taught in industrial schools, 1987.
- Signatures to the university charter, 187.
- Sites, buildings, and furniture of schools, LXXXVII.
- Size of classes in Swiss commercial schools, 852.
- Skinner, Robert P., 873.
- Slave States, their rank in illiteracy, 2359; statistics of colored schools, 2063.
- Slavery, Franklin's letter to Washington on, 161.
- Sloyd work, in San Juan, P. R., 1221; taught in industrial schools, 1983, in reform schools, 2106.
- Small towns, superintendents of schools, 550.
- Smedley, Fred W., 1095.
- Smith, Adam, influenced by Franklin, 120.
- Smith, Samuel, 869.
- Smith, Theobald, 1508.
- Snow, Bonnie, 646.
- Society of Friends, and education of the colored people, 304; philosophical, Franklin's, 164.

- Socrates charged with atheism, 740.
 South Africa, education in, XXVIII.
 South America, chief school officers, 2421; elementary schools and teachers, 2417; school expenditures, 2421.
 South Australia, chief officer of education, 2422; elementary schools and teachers, 2418; school expenditures, 2422.
 South Carolina, business schools, 2036; city schools, 1292-1344; city superintendents, 1160; colleges for women, 1485, 1490; compulsory attendance and child labor, 2351; educational periodicals, 1149; higher schools for negroes, 2082; institutions admitting students on certificate, 533; institutions conferring degrees, 1418; kindergartens, 2289; kindergarten associations, 2298; law relating to temperance instruction, 334; manual training in public schools, 1963, in separate institutions, 1972; provisions for dental practice, CIX; provisions for medical practice C; public high schools, 1851, private, 1944; public high schools for negroes, 2074; public normal schools, 1617, 1628; private normal schools, 1636; teachers' training in higher seats of learning, 1609; training of kindergartners, 2308; universities and colleges, 1440, 1455, 1474.
 South Dakota, business schools, 2036; city schools, 1292-1344; city superintendents, 1160; compulsory attendance and child labor, 2351; industrial schools for Indian children, 1981; institutions admitting students on certificate, 533; institutions conferring degrees, 1418; kindergartens, 2289; kindergarten associations, 2298; law relating to temperance instruction, 334; manual training in public schools, 1963; provisions for dental practice, CIX; provision for medical practice, C; public high schools, 1855, private, 1946; public normal schools, 1617, 1628, private, 1636; teachers' training in higher seats of learning, 1610; transportation of pupils, 2367; universities and colleges, 1440, 1456, 1474.
 Southern education board, 650; general board, 651.
 Spain, chief officer of education, 2420; elementary schools and teachers, 2416; school expenditures, 2420; illiteracy, 2313; list of universities, 819.
 Spalding, Bishop John L., 276.
 Spanish high school in San Juan, P. R., 1220.
 Special education department of the United States Army, 2143.
 Special instruction, generally, §15.
 Special schools, in Italy, 761; for adults in agricultural districts of Italy, 765; in Porto Rico, 1191; in Russia, 1140.
 Special teachers, demand for, 653.
 Spelling, comparison of good and bad, 1137.
 Spiers, Miss Gertrude H., 1232.
 Spiers, Miss Kate, 1232.
 Spriggs, Mr. and Mrs. S. R., 1229.
 Springfield, special classes for feeble-minded, 2192.
 Springs of action, 738.
 Standard, higher, for high-school teachers, 654; of normal schools raised, 648.
 Standards of exemption in England, 1006.
 Standing of cadets in examination, 1361.
 St. Andrews University, Carnegie trust, 1067.
 State, the, its conservation, 177.
 State aid, to colored public high schools, 2073; to medical schools, 1500; to public high schools, 1664; to private high schools, 1677.
 State educational statistics of Transvaal, 474.
 State institution, for feeble-minded at Polk, Pa., 2178; for the feeble-minded at Syracuse, 2172.
 State laws providing for agricultural colleges, 5.
 State normal training school at Willimantic, Conn., 1093.
 State or municipal aid to higher institutions of learning, 1353.
 State school, census, LXIX; officers, list of, 1151; systems, statistics of, LXVII.
 State systems of education in France, 670.
 States, their rank in illiteracy, 2337.
 States, experiment, agricultural, 2; reindeer, in Alaska, 1258.
 Statistics, comparative, of city schools, 1276; comparative, of English schools, 1011; of city school systems, 1271; of colleges for women, 1480; of defective sight and hearing of children, 2143, 2146, 2148; of education in France, 668; primary, 673; secondary, 685; higher, 698; in Great Britain and Ireland, 1002; in Porto Rico, 1178; of colored race, 2063; of elementary education in England, retrospective, 1004; in foreign countries, 2415; of higher education, 1389; of increase in growth of children, 1105; of measurements made in child study, Chicago, 1120; of public and private high schools, 1641; of public and private kindergartens, 2273; comparative statistics, 2279; of reform schools, 2097; of schools for defective classes, 2116; of schools for nurses, 2043; of schools in British Columbia, 458; in Manitoba, 456; in New Brunswick, 454; in Nova Scotia, 450; in Prince Edward Island, 459; in Quebec, 444; in Transvaal, 474; of secondary education in Great Britain and Ireland, 1049; of State school systems, LXVII.
 Stature, weight, and strength of grip, child study, 1102.
 Status, professional and financial, of French teachers, 710.
 Statutory provisions for temperance instruction, 2587.
 Steam engineering taught to midshipmen, 1384.
 Steam fitting taught, in industrial schools, 1986; in reform schools, 2111.
 Stenography, periodicals devoted to, 1150.
 Stevenson, D., 910.
 St. Gall, Switzerland, commercial academy, 847.
 Stock company schools, hustling for students, 1078.
 Stock raising taught in industrial schools, 2067.
 Stone cutting taught in reform schools, 2109.
 Storer, Bellamy, 895.
 St. Petersburg, Russia, medical school for women, 868.
 Strassburg, Germany, American college in, 873.
 Strength of grip, child study, 1102.
 Stretzell, Robert, 190.
 Stuart, Mrs. M. Frank, 231.
 Student life, democratic, 653.
 Student labor in colleges, 1533; in farmers' institutes, 1576.
 Students admitted, on certificates, 531; on examination, 536.
 Students, colored, of theology, law, medicine, dentistry, and pharmacy, 2068; female, in universities in Italy, 758; in agricultural colleges, 1563; in French universities, distribution, 699; in higher commercial courses, 2378; in higher education to every 1,000 inhabitants, 1694; in higher institutions, 1349, 1392; in manual training schools, number, 1964; in normal schools, 1585; percentage of male and female students, 1601; in secondary schools, male and female, 1643; number, per cent of population, 1642; number, in foreign universities, 822; of commercial studies in universities and colleges, 2005; of normal schools in the Philippines, 2230; preparing for college, 1644; pursuing commercial studies, 2068; pursuing various courses in technological schools, 1408; in universities, 1393; undergraduate, LXIII.
 Students' associations in Oxford, 996.
 Studies, classification of, 170; historical, value of, 98; in secondary schools of France, 696; of Franklin as a boy, 95; pursued in public and private high schools, 1648.
 Studium generale at Oxford, 960.
 Study of physiology and hygiene, 817.
 Success, education a factor to, 2403.
 Summer meeting at Oxford, 997.
 Superintendent, and his teachers, 539; and the community, 590; his tenure, 650; his qualifications, 554; his relations to school committee, 558.

Superintendents, classification of, 555; division, of schools in the Philippines, 2261; law relating to, in Massachusetts, 550; of reform schools, 2100; of schools for nurses, 2046; of schools in small towns, 550; of schools, salaries, 2379.

Superintendents' Association, National, 906.

Superior institutes in Italy, 757.

Supervising officers of city schools, 1272, 1294.

Supervision, by superintendents, 554; by school committees, 554; in Massachusetts, 550; of schools, district, in Massachusetts, 551; of schools, history of, 556; of schools in Porto Rico, 1192.

Supervisors, of physical training, salaries, 2379; of schools, their salaries, 2379.

Supplementary commercial schools in Switzerland, 841.

Supplies for schools in Porto Rico, 1182.

Support of kindergartens, 2278.

Surveying taught in industrial schools, 1934.

Suzzara, Verdi, Tullio de, 741.

Swain, Joseph, 220.

Sweden and Norway, chief officer of education, 2420; elementary schools and teachers, 2416; school expenditures, 2420; illiteracy, 2313; list of universities, 834; medical inspection of schools, 520; teachers' pensions, 2370.

Swedish Evangelical Union missions in Alaska, 1248, 1253.

Switzerland, elementary schools and teachers, 2416; school expenditures, 2420; commercial education, 837; commercial schools, classes, 852; courses, 849; diplomas, 851; examinations, 851; scholarships, 853; principals of, 854; teachers of, 854; text-books used, 851; details, 848, XLVIII; commercial university, 842; counting-house practice, 848; courses of study of commercial schools, 849; illiteracy, 2313; list of universities, 834; medical inspection of schools, 517, 520; supplementary schools, 841; organization of, 845; teachers' pensions, 2370.

Sylla, Grace C., 644.

Syllabus of university extension, 906.

Syng, Philip, 190.

Syracuse University, ages of graduates, 2208.

System, educational, adjustable, 574; undertaking too much, 575; of elementary education, English, 1003; of public education proposed by Adams, 165.

Systems of city schools, statistics of, 1271.

T.

Tailoring taught, in industrial schools, 1987; in reform schools, 2107.

Tarbell, Dr. George G., 2158.

Tasmania, chief officer of education, 2422; elementary schools and teachers, 2418; school expenditures, 2422.

Taylor, Abraham, 190.

Teacher, larger freedom for the, 649.

Teachers, American, in the Philippines, 2255; their heroism, 2263; Filipino, 2227; and the superintendent, 559; for normal students, 1584; French, civil state of, 713; French, expenditures and salaries, 716; French, income of, 713; in Alaska, 1297; in Canada, salaries, 426; in city schools, 1332; industrial and music, for defective children, 2116; in elementary schools, England, 1010; in England, classes of, 1010; in Manitoba, 456; in Nova Scotia, qualifications, 449; in reform schools, 2098; in public high schools for the colored race, 2065; in secondary schools in Great Britain and Ireland, 1050; lay versus clerical, in France, 677; native, in Porto Rico, 1210; number and sex in United States, LXXX; of kindergartens, number, 2273; of manual training, 656; of secondary schools, 1650; of Swiss commercial schools, 854; Porto Rican and American, 1198; should not act as sanitary inspectors, 510; special, demand for, 653.

Teachers', association, drawing, 642; college in Manila, 2228; pensions abroad, 2369; pensions, in the United States, 2371; pension fund in Italy, 750; salaries in England, 717; salaries in the United States, 717, LXXXI; sympathy needed in medical inspection, 515; tests of vision and hearing, 2149.

Teaching force, in France, 677; in the Philippines, 2241.

Teaching, freedom of, 662; its chief difficulty, 178; the negro to think, 225.

Technical courses of study in higher seats of learning, 1421.

Technical education, higher, 657; in Germany, 640; in Ontario, 435; in Scotland, 1052.

Technical instruction, in Russia, 1139; periodicals devoted to, 1150.

Technical schools, in Italy, 755; in Russia, admission to, 668; report on, 915.

Technical training, students in, 1965.

Technological schools, in the United States, 1347; presidents of, 1169; professors and students, 1407.

Telegraphy, school of, 2235; taught in Manila trade school, 2246; in business schools, 2009.

Teller reindeer station, 1259.

Temperance instruction, in public schools, 2386; laws relating to, 305.

Tendencies, educational, desirable and otherwise, 570.

Tennessee, business schools, 2036; city schools, 1292-1344; city superintendents, 1160; colleges for women, 1485, 1491; compulsory attendance and child labor, 2351; educational periodicals, 1149; higher schools for negroes, 2084; industrial schools for negroes, 2092; institutions admitting students on certificate, 533; institutions conferring degrees, 1418; kindergartens, 2289; kindergarten associations, 2298; law relating to temperance instruction, 334; manual training in public schools, 1963; in separate institutions, 1974; provisions for dental practice, CRX; provisions for medical practice, CI; public high schools, 1857, private, 1946; public high schools for negroes, 2074; public normal schools, 1617, 1628, private, 1636; teachers' training in higher seats of learning, 1610; training of kindergartners, 2308; universities and colleges, 1440, 1456, 1474.

Tenure of office of professors, 662.

Tercentenary of Bodelejan library, 990.

Terms, technical, equivalent in foreign countries, 2213; used in education, 2213.

Test of government, 181.

Tests, of hearing, child study, 1112; of eyes and ears of children, 2145; of hearing in certain cities, 2147; of sight in child study, 1111.

Tests and measurements in child study, 1096.

Texas, business schools, 2036; city schools, 1292-1345; city superintendents, 1160; colleges for women, 1486, 1491; compulsory attendance and child labor, 2351; educational periodicals, 1149; higher schools for negroes, 2084; industrial schools for negroes, 2094; institutions admitting students on certificate, 533; institutions conferring degrees, 1419; kindergartens, 2289; kindergarten associations, 2298; law relating to temperance instruction, 335; manual training in public schools, 1963, in separate institutions, 1974; provisions for dental practice, CRX; provision for medical practice, CI; public high schools, 1859, private, 1948; public high schools for negroes, 2074; public normal schools, 1618, 1628; private normal schools, 1636; teachers' training in higher seats of learning, 1610; training of kindergartners, 2308; universities and colleges, 1440, 1457, 1476.

Text-books, free, in the United States, 2390; free, benefits, objections, and cost, 632; laws relating to, in Michigan, 325; used in Swiss commercial schools, 851; in the Philippines, 2265.

Textile engineering, in technological schools, 1495; students of, 1349.

Textile industry in agricultural colleges, 1566.

Theological schools, in Russia, 1146; in the United States, statistics, 1499, 1500.
 Theology, colored students of, 2068.
 Theories of moral education, 784.
 Theory of education, number of students, 1583, 1592; of government versus administration, 156.
 Thomas, W. Scott, 2199.
 Thorpe, Francis Newton, 91.
 Thrift, moral, of Franklin, 92.
 Tiflis, Russia, commercial schools, 869.
 Time-table, of an English school competing for scholarships, 1057; of higher commercial studies, 2377; of preparatory schools, 1056.
 Times, London, quoted, 1027.
 Tinning taught in colored schools, 2069.
 Todd, W. G., 1214.
 Tools for agricultural schools, 1188.
 Topics, miscellaneous educational, 541.
 Torry, William, 547.
 Total enrollment in all the schools of the United States, XIV.
 Toussaint, Charles, 1071.
 Toussaint-Langenscheidt method, 1071.
 Towns ineligible without superintendents, 555.
 Towns in the Philippines, 2239.
 Trade school at Manila, 2246.
 Trades taught in colored schools, 2069.
 Training, childhood, of Franklin, 93; for college instructors, 658; in aesthetics, 648; of manual-training teachers, 656; of teachers in New Brunswick, 452; in Ontario, 433; in Quebec, 442.
 Training colleges in England, 1011.
 Training schools, for feeble-minded children, 2175, 2181; for mentally deficient, 2190; and classes for kindergartners, 2300.
 Transfer, of control of education to laity, 664; of reindeer herds, 1256.
 Transformation, processes of, 954.
 Transition from instinct to effort, 737.
 Translation versus the original, 117.
 Transportation, by means of reindeer, 1265; of pupils, 2353.
 Transvaal, education in, 467; State statistics of schools, 474.
 Trend of high school development, 655.
 Tribute to Col. F. W. Parker, 647.
 Trigonometry, students of, in high schools, 1644, 1646, 1654.
 Trinidad, chief officer of education, 2417; elementary schools and teachers, 2417; school expenditures, 2421.
 Trivium and quadrivium, 955.
 Tufts College, shortening the course, 947.
 Tuition fees, in agricultural colleges, 1572; in colleges for women, 1487; in colored public high schools, 2073; in higher colored schools, 2070; in higher institutions of learning, 1353, 1461; in kindergartens, 2278; in law schools, 1525; in medical schools, 1531; in public high schools, 1664; in private high schools, 1677; in schools of dentistry, 1541; in schools of pharmacy, 1545; in Swiss commercial schools, 853; in technological schools, 1496; in veterinary schools, 1549.
 Tulane University, founder's day, 2405.
 Turgot and Neckar opposed to aiding America, 124.
 Turner, Joseph, 190.
 Turning in wood taught, in industrial schools, 1983; in reform schools, 2106.
 Type of will, 722.
 Types of schools in Porto Rico, 1183.
 Typical schools and courses of study of correspondence schools, 1080.

U.

Utlanders, educational legislation for, 473.
 Uncertainty in operations of American schools, 576.
 Undergraduates, in American higher institutions, 1349; in higher seats of learning, 1386; resident graduate students, LXIII.
 Union, a more perfect, advocated by Franklin, 155.
 Union of English-speaking peoples, 949.

United States, Brothers of the Christian schools, 566; census quoted, 2311; chief State schoolofficials, 1151; city school systems, 1271; city superintendents, 1152; college presidents, list of, 1162; Commissioner of Education, first, 891; compulsory attendance and child labor, 2352; Congress, law relating to temperance instruction, 318; illiteracy, 2311; illiteracy of the voting population, 789; medical inspection of schools, 516; necrology for 1899-1901, 339; Porto Rican students in, 1198; presidents of technological schools, 1169; principals of normal schools, 1170; salaries of teachers, 717; statistics of kindergartens, 2277; take part in control of the world, 952; teachers' pensions, 2371.
 Universities, accrediting systems, 529; foreign, list of, 819; by age, 819; by number of students, 822; fraternal feeling, 659; in Canada, 460; in Germany, foreign students, 2374; in Great Britain and Ireland, attendance, 1063; in Italy, 757; in the United States, 1347; royal, autonomy of, in Italy, 783; undergraduate and graduate students, 1386.
 Universities and colleges, classification of 1389; normal students in, 1602; professors and instructors, 1391; public and private, 1641.
 University extension, in Italy, 767; lectures at Oxford, 694; movement, aims and method, 994; history of, 995; teaching, plan and method 1081.
 University, for colored people in Alabama, 5; of Aix-Marseille, 706; of Besançon, 707; of Bordeaux, 707; of Caen, 707; of Cape Colony, 466; of Chicago, 1077; of Clermont, 707; of Dijon, 707; of Grenoble, 707; of Lille, 707; of Lyon, 707; of Nancy, 707; of Pennsylvania, charter of, 186; length of college course in, 945; of Poitiers, 707; of Rennes, 707; of Toronto, Ontario, 438; of Toulouse, 707; proposed for Hamburg, Germany, 874; publications in the United States, 1150; tests, abolished at Oxford, 987.
 University education in Great Britain, 1041.
 Unselfishness of Franklin, 92.
 Uruguay, chief officer of education, 2421; elementary schools and teachers, 2417; school expenditures, 2421.
 Use, the law of life, 136.
 Use of the "right book," Franklin, 105.
 Utah, business schools, 2038; city schools, 1292-1345; city superintendents, 1161; compulsory attendance and child labor, 2352; industrial schools for Indian children, 1981; institutions admitting students on certificate, 533; institutions conferring degrees, 1419; kindergarten associations, 2298; law relating to temperance instruction, 335; manual training in public schools, 1963; provisions for dental practice, cx; provisions for medical practice, c; public high schools, 1866, private, 1950; public normal schools, 1618, 1628; teachers' training in higher seats of learning, 1610; training of kindergartners, 2300; transportation of pupils, 2398; universities and colleges, 1442, 1457, 1476.
 Utilitarianism of Franklin, 115.

V.

Vacation schools in the Philippines, 2247.
 Value, assessed, of real estate owned by negroes, 210; of machinery of agricultural colleges, 1570; of manufactures, LXVIII; of plant of manual-training schools, 1966; of property of agricultural colleges, 1570; of scientific apparatus in higher seats of learning, 1461; in technological schools, 1497.
 Value of grounds and buildings, of normal schools, 1589; of colored schools, 2069; of reform schools, 2098; of schools for the blind, 2118; of schools for the deaf, 2124; of schools for the feeble-minded, 2134; of universities and colleges, 1461.
 Venezuela, chief officer of education, 2421; elementary schools and teachers, 2417; school expenditures, 2421.

- Vermont, business schools, 2038; city schools, 1292-1345; city superintendents, 1161; compulsory attendance and child labor, 2352; free text-books, 638; institutions admitting students on certificate, 533; institutions conferring degrees, 1419; kindergartens, 2289; kindergarten associations, 2298; law relating to temperance instruction, 335; manual training in public schools, 1963; provisions for dental practice, cx; provisions for medical practice, ci; public high schools, 1867, private, 1952; public normal schools, 1618, 1628; teachers' training in higher seats of learning, 1610; training of kindergartners, 2309; transportation of pupils, 2368; universities and colleges, 1442, 1457, 1476.
- Veterinary schools, foreign, 825; statistics, 1490, 1548.
- Veterinary science in agricultural colleges, 1566.
- Victoria, chief officer of education, 2422; elementary schools and teachers, 2418; school expenditures, 2422.
- Views, educational, of Adams, Franklin, and Jefferson, 162.
- Vincent, Bishop T. H., 1072.
- Virginia, business schools, 2038; city schools, 1292-1345; city superintendents, 1161; colleges for women, 1480, 1486, 1491; educational periodicals, 1149; higher schools for negroes, 2084; industrial schools for negroes, 2094; institutions admitting students on certificate, 533; institutions conferring degrees, 1419; kindergarten associations, 2299; law relating to temperance instruction, 335; manual training in public schools, 1963, in separate institutions, 1974; provisions for dental practice, cx; provisions for medical practice, ci; public high schools, 1868, private, 1952; public high schools for negroes, 2076; public normal schools, 1618, 1630, private, 1638; teachers' training in higher seats of learning, 1611; training of kindergartners, 2309; universities and colleges, 1442, 1457, 1476.
- Virtue, Franklin's art of, 106; applied, 107; morality without effort, 734.
- Virtues, Franklin's 13, defined, 106.
- Visework taught, in industrial schools, 1984; in reform schools, 2107.
- Vision and hearing of pupils tested, 2150.
- Visit to the schools of Cienfuegos, Cuba, 2396.
- Vital capacity, child study, 1101; endurance, increase, child study, 1103.
- Vivès, Giovanni Ludovico, 483.
- Vladivostok, Siberia, consular office, 881.
- Voluntary educational work in Johannesburg, 475.
- Voluntary movement, 726.
- Voluntary schools in England, 1016.
- Voting population in the United States, illiteracy, 789.
- W.**
- Wages of teachers, LXXXI.
- Wales, list of universities, 834.
- Warren, William F., 219.
- Wartburg Orphan Farm School, 563.
- Was Franklin platonist? 179.
- Washington, George, quoted, 921.
- Washington, business schools, 2038; city schools, 1292-1345; city superintendents, 1161; compulsory attendance and child labor, 2352; educational periodicals, 1149; institutions admitting students on certificate, 533; institutions conferring degrees, 1419; kindergartens, 2289; kindergarten associations, 2299; law relating to temperance instruction, 336; manual training in public schools, 1963, in separate institutions, 1974; provisions for dental practice, cx; provisions for medical practice, ci; public high schools, 1870, private, 1954; public normal schools, 1618, 1630; teachers' training in higher seats of learning, 1611; training of kindergartners, 2309; transportation of pupils, 2369; universities and colleges, 1442, 1458, 1476.
- Watson, Foster, 481.
- Watson, George C., quoted, 1091.
- Way to wealth, the, 139.
- Wayland, President Francis, 927.
- Wealth and school expenditure, xci.
- Wealth, labor its measure, 137; the road to, 139.
- Weaving, by hand, taught in industrial schools, 1987; by power, 1989.
- Webster, Noah, on Franklin, 161.
- Welch, Wm. H., 1508.
- Welfare, general, Franklin's doctrine, 98, 136, 138.
- Wells, J., quoted, 988.
- Wesleyan College, ages of graduates, 2200.
- West Australia, chief officer of education, 2422; elementary schools and teachers, 2418; school expenditures, 2422.
- West Indies, chief school officers, 2421; elementary schools and teachers, 2417; school expenditures, 2421.
- West Point, duties and pay of cadets, 1371; examinations for admission, 1365; graduation, 1372.
- West Virginia, business schools, 2038; city schools, 1293-1345; city superintendents, 1161; colleges for women, 1486, 1491; compulsory attendance and child labor, 2352; educational periodicals, 1149; higher schools for negroes, 2084; industrial schools for negroes, 2094; institutions admitting students on certificate, 533; institutions conferring degrees, 1419; law relating to temperance instruction, 336; provisions for dental practice, cx; provisions for medical practice, ci; public high schools, 1872, private, 1956; public high schools for negroes, 2076; public normal schools, 1618, 1630, private, 1638; teachers' training in higher seats of learning, 1611; universities and colleges, 1442, 1458, 1478.
- Whitcomb, A. K., 2151.
- White, E. E., 898.
- White, S. H., 908.
- White, Thomas, 190.
- White males of voting age, illiteracy, 803.
- Whitefield and Franklin, 111.
- Whitney, A. S., 534.
- Who is who in America, 2403.
- Wiesbaden, medical inspection of schools, 518.
- Wilbur, Dr. H. B., 2158.
- Will, its essential fact, 738; its psychological definition, 739; pedagogics of the, 734; self-control its characteristic, 738; the, education of, 721.
- Willing, Charles, 190.
- Wines, E. C., 565.
- Wisconsin, business schools, 2038; city schools, 1293-1346; city superintendents, 1161; colleges for women, 1486, 1491; compulsory attendance and child labor, 2352; educational periodicals, 1149; free text-books, 638; industrial schools for Indian children, 1982; institutions admitting students on certificate, 533; institutions conferring degrees, 1419; kindergartens, 2289; kindergarten associations, 2299; law relating to temperance instruction, 337; manual training in public schools, 1963, in separate institutions, 1974; provisions for dental practice, cx; provisions for medical practice, ci; public high schools, 1873, private, 1956; public normal schools, 1619, 1630; private normal schools, 1638; teachers' training in higher seats of learning, 1611; training of kindergartners, 2309; transportation of pupils, 2369; universities and colleges, 1442, 1458, 1478.
- Witwatersrand education on the gold fields, 476.
- Women, desired on college faculties, 661.
- Women students, in American higher institutions, 1349; in dental schools, 1514, 1541; in law schools, 1510, 1525; in medical schools, 1512, 1531; in pharmaceutical schools, 1515, 1545; in theological schools, 1509, 1517.
- Wood carving taught in reform schools, 2111.
- Wood turning taught, in industrial schools, 1988; in reform schools, 2106.

Work, of negro teachers, 207; of northern churches in education of freedmen, 285; of the Cook County and Chicago Normal School, 248.

Work is education, 573.

World public sentiment, growth of, 2406.

Writers on education, early English, 481.

Writing and spelling, examination at Annapolis, 1376, 1378; at West Point, 1365.

Württemberg, chief officer of education, 2469; elementary schools and teachers, 2415; school expenditures, 2419; commercial education, 878; medical inspection of schools, 517.

Wyoming, business schools, 2040; city schools, 1293-1346; city superintendents, 1161; compulsory attendance and child labor, 2352; institutions admitting students on certificate, 533; institutions conferring degrees,

1420; law relating to temperance instruction, 337; provisions for dental practice, cx1; provisions for medical practice, c11; public high schools, 1879, private, 1956; public normal schools, 1619, 1630; teachers' training in higher seats of learning, 1611; university, 1442, 1458 1478.

Y.

Yale, bicentennial celebration, 582; influence of, 141; its relation to public service, 583; to the country's development, 588.

Years of schooling, xix.

Z.

Zachary, Lloyd, 190.

○

THE
MUSEUM
OF
THE
CITY OF
BOSTON



VILLANOVA UNIVERSITY

L111.A3

*1902,002



3 9346 00027392 2

27392

L
111
.A3
1902II

27

AUTHOR

27392

L111

U. S.

A3

TITLE

902-II

Rept

U. S. Bureau of Educ

DA

Rept. of Comm'r.

er.

NATIONAL LIBRARY OF EDUCATION



3 6533 00245280